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FOURTH SEMI-ANNUAL REPORT

ON

SCHOOLS FOR FREEDMEN,

JULY 1, 1867.

BY

J. W. ALVORD,

GEN. SUPT. SCHOOLS, BUREAU REFUGEES, FREEDMEN AND ABANDONED LANDS.



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SUPERINTENDENT'S REPORT.

WAR DEPARTMENT, BUREAU OF REFUGEES, FREEDMEN, &C.,
OFFICE GENERAL SUPERINTENDENT SCHOOLS,

Washington, July 1, 1867.

GENERAL: I have the honor of submitting to you my fourth semi-annual report of the education of freedmen and refugees, under the superintendence of this bureau, for the term ending July 1, 1867.

The widening field now occupied by these schools, their progressive character, and with details more and more complicated, have greatly increased the amount of work required at this office. Three clerical assistants are, at the present time, closely occupied upon its records, reports, current documents, and in aid of its extended correspondence.

A library has been commenced, designed to include text books and State annual reports on general education, with all literature pertaining to the negro race, slave and free, debates and legislation in Congress pertinent to their case, especially during the rebellion and this reconstruction period, material to be called for by the historian, and which the archives of this bureau will be expected to supply. By the liberality of senators and the friends of the bureau in the several States and in foreign countries, this collection already amounts to some hundreds of books and documents.

We are now reaching, with efficient influence, not only the cities, but the remotest counties of each State lately in rebellion. The voluntary associations are working harmoniously with us in sentiment and methods of action; in harmony also among themselves. The reports of State superintendents indicate fidelity and increasing thoroughness, showing more perfect knowledge of the work, and deeper commitment to its great results; and the nearly two thousand teachers at present employed give, with rare exceptions, gratifying proof that these four millions may in future be safely left with such instructors.

Much, indeed, remains to be done. A state of things wholly anomalous, consequent upon the sudden emancipation of these freedmen, necessitated novelties in practice, which have occasioned much thought, and are by no means yet reduced to perfect system. We have been compelled to work in many respects without precedent, and changes subsequent to emancipation, equal almost to emancipation itself, have constantly modified our plans.

The future, as to what the States themselves will do, is yet uncertain. We are only upon the threshold of a process which must be varied by wise adaptations to varying circumstances, and which an age only will thoroughly complete.

No discussion of the principles of education itself is called for. We accept, mainly, the enlightened theories of our time, as we have studied and practiced them, in regard to organization, government, modes of elementary teaching, and moral instruction. It is enough to know that an ignorant people are seeking knowledge; degraded, yet susceptible of improvement, and that past injuries inflicted devolve upon us special obligations.

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Nor do we need to discuss the capacities of the race in kind or limitation. They respond with alacrity to our appliances. The culture as yet bestowed upon them brings forth fruit. Executive vigor, continued with pure motives, and the largest amount of accomplishment by the blessing of God, is our simple aim.

The late opening of the schools last autumn (for reasons given in my last report) diminished the average attendance for the first quarter. In January an increase began to appear, and at the present time we have more schools, teachers and pupils than at any previous period of our work. The recent circulars issued stimulated superintendents, and by the aid of benevolence and the government many new schools have been opened. Those previously established have continued rapidly to improve, and while the primary departments have shown the same anxiety to learn, there has been a satisfactory advancement of older pupils.

Willingness to undertake a thorough course of study is now manifest among young colored persons of both sexes. Normal and training schools are, therefore, no sooner opened than large numbers of these apply for admission; and the adult population generally are seizing every opportunity for improvement.

The chief wants of this people, at present, are books, teachers, and endowments for training schools. For these large funds are required; and while we rejoice in the liberality of government, and especially of private munificence, we fear that the people generally do not fully appreciate the magnitude of this work.

Defects are yet apparent, as will be shown, in the qualifications of some who undertake to teach. They are not unfrequently too heartless and secular in their aims. There is undoubtedly maladministration in a few cases among officers. The freedmen are to suffer for a long time to come from the depression and vicious influences of slavery—in general are deplorably ignorant.

Still we look back with astonishment at the amount accomplished. Such progress as is seen under auspices admitted to be unfavorable; the permanency of the schools, scarcely one failing when once commenced; the rapid increase of general intelligence among the whole colored population, are matters of constant remark by every observer. Thus far this educational effort, considered as a whole, has been eminently successful. The country and the world are surprised to behold a depressed race, so lately and so long in bondage, springing to their feet, and entering the lists in hopeful competition with every rival.

We urge all friends of the freedmen to increasing confidence, and to look forward with assured expectation to greater things than these. This people are to be prepared for what is preparing for them. They are to become "a people which in time past were not a people;" and there is increasing evidence that "God hath made of one blood all the nations of men." *Equal* endowments substantially, with *equal* culture, will produce that *equality* common to all mankind.

In our quarterly report but little more than an abstract of the general facts in hand were given. At this closing period of the school year we ask liberty to report, in more extended detail, the statistics and general condition of the schools throughout the fifteen educational districts of this bureau.

The following is the consolidated statement. It will be observed that in all the tables of this report we have given the maximum condition of the schools:

Grand consolidated school report to Bureau of Refugees, Freedmen and Abandoned Lands, for the six months ending June 30, 1867.

Day schools.....	1,416		Pupils enrolled last report.....	77,998
Night schools.....	423		Average attendance.....	82,493
		1,839	Pupils paying tuition.....	28,068
Schools sustained by freedmen	555		White pupils.....	1,348
Schools sustained in part by freedmen.....	501		Always present.....	55,623
Teachers transported by bureau during last six months.....	975		Always punctual.....	54,022
School buildings owned by freedmen.....	391		Over sixteen years of age.....	20,043
School buildings furnished by bureau.....	428		In alphabet.....	18,758
Teachers, white.....	1,388		Spell and read easy lessons.....	55,163
colored.....	699		Advanced readers.....	33,368
		2,087	Geography.....	23,957
Pupils enrolled in day and night schools, male.....	53,391		Arithmetic.....	40,454
female.....	58,051		Higher branches.....	4,661
		111,442	Writing.....	42,879
			Needle-work.....	4,185
			Free before the war.....	6,911
			Sabbath schools.....	1,126
			Pupils in sabbath schools.....	180,647

Number of schools graded, 471; number of grades, 1 to 4.

Number of day or night schools not reported, 333; whole number of pupils (estimated) in all such schools, 17,169; number of teachers, white, 109; colored, 211; total, 320.

Number of Sabbath schools not reported, 342; whole number of pupils (estimated) in all such schools, 25,139; number of teachers, white, 534; colored, 1,274; total, 1,808.

Industrial schools, 35; whole number of pupils in all, 2,124; kind of work done, sewing, knitting, straw-braiding, repairing, cutting, and making garments.

Whole amount of tuition paid by freedmen during the last six months, \$37,331 76.

Whole amount of expenses by the bureau for the last six months, for all educational purposes, as reported by the bureau disbursing officer, \$220,833 01. This includes \$38,907 25, as reported by State superintendents.

Grand total of expenses for the last six months for support of above schools by all parties, as reported, \$527,665 77. The whole sum expended, if all the societies had reported fully, would be much larger.

Whole number of high or normal schools, 21; number of pupils in all, 1,881.

J. W. ALVORD,

General Superintendent.

From the above tabular statement it will be seen that there are officially reported 1,839 day and night schools; 2,087 teachers, and 111,442 pupils; showing an increase since our last report of 632 schools, 657 teachers, and 33,444 pupils.

By adding industrial schools, and those "within the knowledge of the superintendent," the number will be 2,207 schools, 2,442 teachers, and 130,735 pupils; making a total increase of 908 schools, 784 teachers, and 40,222 pupils.

Sabbath schools also show much larger numbers during the past six months, the figures being 1,126 schools, and 80,647 pupils; and if we add those "not regularly reported," the whole number of Sabbath schools will be 1,468, with 105,786 pupils; thus giving an increase since our last report of 686 schools, and 35,176 pupils.

TOTALS.

Schools of all kinds, as reported.....	3,695
Pupils.....	238,342

TOTAL INCREASE FOR THE LAST SIX MONTHS.

Schools.....	1,503
Pupils.....	76,638

How sustained.—Of the above schools 1,056 are sustained wholly or in part by the freedmen, and 391 of the buildings in which these schools are held are owned by themselves. 699 of the teachers in the day and night schools are

colored, and 1,388 white—a small proportionate increase of the former during the six months.

Tuition by freedmen.—28,068 colored pupils have paid tuition. The average amount per month being \$14,555, or a fraction over 51 cents per scholar. Only 6,911 of the pupils were free before the war.

Bureau expenditure.—This bureau has supplied 428 of the school buildings, and furnished 975 teachers with transportation. The total expenditure for all educational purposes by the bureau, as will be seen by the following table of payment in the several departments, has been \$220,833 01.

Six months' expenditure by the Bureau for schools, asylums, construction and rental of school buildings, and transportation of teachers, from January 1 to June 30, 1867.

	January.	February.	March.	April.	May.	June.	Total.
Dist. of Columbia.	\$5, 011 51	\$5,396 10	\$6,867 55	\$4,235 08	\$8,741 27	\$14,538 46	\$44,789 97
Maryland.....	908 58	118 71	385 40	7,412 34	2,088 64	2,680 09	13,593 76
Virginia.....	3,221 86	3,767 00	2,504 12	2,321 30	5,061 69	2,321 80	19,197 77
North Carolina..	1,660 55	462 76	813 53	1,165 38	1,111 97	311 66	5,525 85
South Carolina...	4,684 35	2,484 58	2,620 65	2,463 90	6,024 28	4,273 36	22,551 12
Georgia.....	2,825 33	2,179 79	6,340 18	3,442 49	6,662 96	855 00	22,305 75
Florida.....	1,671 94	21 99	515 04	863 97	1,145 64	596 67	4,815 25
Alabama.....	3,114 00	2,212 79	5,558 28	5,940 05	5,599 40	6,260 55	28,685 07
Louisiana.....	1,709 73	1,921 73	1,831 94	1,998 64	1,682 89	5,255 16	14,391 09
Arkansas.....	875 01	629 58	1,622 91	2,758 22	2,192 26	.....	8,077 98
Kentucky.....	740 68	619 51	410 55	1,423 73	1,097 25	1,121 50	5,413 22
Tennessee.....	3,542 39	3,999 44	1,262 58	1,343 07	1,927 76	1,132 97	13,208 21
Mississippi.....	1,194 53	815 65	646 30	671 00	1,459 80	.....	4,787 28
Missouri.....	.....	.....	.....	.....	253 00	3,448 12	3,701 12
Texas.....	943 45	695 83	2,943 90	2,724 33	1,243 67	1,238 39	9,789 57
Grand total	44,033 73	46,292 48	38,763 50	34,322 93	25,325 46	32,094 91	220,833 01

The miscellaneous and home study, previously mentioned, continues, and so far as we can learn increases in a similar ratio.

A book for each family.—Some whole States are now, through your commissioners, earnestly soliciting from us a "spelling-book for every family." A partial supply only has been furnished. We reiterate the appeal. If this whole demand could be met, we pledge the perusal of these books under, at least, some rude form of teaching; and the consequence would be that, with the 238,342 pupils already in schools, one million, at least, of this people, from all classes, would then be engaged in the first elements of learning.

Progress in study.—As showing the progress of the schools, it will be observed that 42,879 pupils are now in writing, 23,957 in geography, 40,454 in arithmetic, and 4,661 in higher branches; showing a much larger per cent. of the whole number in these studies than in our last report, while the increase in the higher branches is nearly four-fold.

Normal schools.—There are 21 normal schools, with 1,881 pupils. These institutions have been nearly doubled in number during the six months, and are to be largely increased on the opening of the next term. Very general attention is now called to this class of schools by the great demand for colored teachers.

There are now 35 industrial schools, giving instruction in the various kinds of female labor.

The average daily attendance in all the above schools has been nearly 75 per cent. of the enrolment.

The detailed exhibit of our work in each school department of the bureau is as follows :

DEPARTMENT OF WASHINGTON.

A change has again been made in this department. Alexandria (city and county) and Fairfax county have been attached to the department of Virginia, and West Virginia has been added to the department of Washington.

This will bring the above named new State, which abounds in earnest Union sentiment, into efficient connection with these headquarters, and enable us to organize educational interests there more perfectly than heretofore.

The superintendent, Rev. John Kimball, reports for the month of February the whole number of schools as larger than at any previous time. "The new school-house in Georgetown is finished and filled with scholars. It accommodates about 400 pupils, and is the best house in the District for colored children, though not very well located; but after trying for more than a year to purchase a good site, we were forced to build on that lot or not at all.

"There are this month 90 day and night schools in the District, in charge of 142 teachers; of whom 129 are white, and 13 colored. The number of pupils in these schools is 4,822, and the average attendance is 3,535, or 73 $\frac{2}{3}$ per cent.

"In Alexandria (city and county) and Fairfax county, Virginia, there are 26 schools with 35 teachers—29 white, and 6 colored, and 1,756 pupils. The average is 1,204, or 68 per cent."

The local superintendent remarks: "When we first opened our schools in Alexandria there was almost universal opposition and ridicule. Now the people are thoroughly convinced of their benefits, and at the late public examination, which was crowded with the white citizens of the place, astonishment and even delight was expressed at the fine appearance of the pupils, and the great progress they had made."

"Seven hundred books were drawn from the Free Library in Washington by soldiers during the month, and 300 by teachers and colored pupils."

For March the superintendent reports "somewhat diminished numbers by the transfer of Alexandria and Fairfax counties, Virginia, to the care of the commissioner of that State. But the average attendance is remarkable, when we consider the exceedingly bad weather during nearly the whole month."

A programme of parallel studies has been adopted by the association of teachers, and introduced into most of the schools. This will make instruction throughout the District more uniform, and enable us to grade the schools much more perfectly.

In regard to school buildings the superintendent says:

"There is great need of better school-houses, both in the city and in the country. The new house on M street is doing good service; also the new and better house in Georgetown, and the house on I street.

"Land is bought and the contract made for the building of a large brick school-house at the corner of 9th and E streets, (Island.) Another building of the same size is very much needed near Wisewell Barracks, and another (smaller) near 24th and F streets. It is hoped the bureau will be able to aid in the erection of said buildings. The trustees of colored schools for this city are willing to do all in their power, but they are nearly out of money, and will be entirely so when the Island school-house is paid for.

"The house in Alexandria, Virginia, which was nearly completed when that field was taken from us, is an excellent building, and gives creditable evidence of care for the education of the youth in that portion of this department.

"It seems unfortunate that Congress adjourned without doing more for education in this District. Many members evidently desired to do what was needed, but there was a failure to draft a right bill. Two bills were introduced and printed, but both are imperfect. It is hoped that early in the next session a greatly improved system may be inaugurated.

"In the mean time the white schools are, comparatively, in a worse condition than the colored. They are running in debt continually, while we are able, with the assistance of northern societies and the bureau, to pay as we go."

Reform school.—A reform school for bad boys, to which the attention of the Commissioner has heretofore been called, is needed in or near this city. Its necessity is daily forced upon us as we witness the contaminating influence of such boys upon society at large, and especially upon the schools. This fact is vividly set forth in a recent communication from A. E. Newton, esq., one of the local superintendents of this District; an extract from which we make:

"Not a week passes without my attention being called to children, either at present or in times past members of our schools, who are proper subjects for the care and training of a reform school. If retained in the schools, it is little to their own profit and much to the injury of others; while the only alternatives are suspension or expulsion. The last measure often does not rid the school of their baneful influence. They will hang round the school-house to the constant annoyance of the teacher and the demoralization of the school. If the aid of the police is called in, the result is the imposition of a fine, the payment of which often distresses poor and well-meaning parents; or a brief term in the workhouse, the effects of which are seldom in the direction of reform. Is it not within the power of the bureau to temporarily supply this need, so far as colored children are concerned?"

For April a decrease of the total number of scholars is observed. This is occasioned by the closing of nearly all the night schools.

About two hundred scholars have signed the temperance pledge during the month.

The superintendent states that in May twenty-three schools reported an average attendance of 90 per cent. and over, and one in Georgetown reported 100 per cent.

The highest department of the New England Branch Freedmen's Union Commission schools, on the 30th May, passed a very creditable examination. Their schools are among the best in the city.

"The public school board of Washington is now favorable to the education of the colored people, and are taking vigorous measures to carry on their schools in connection with the board.

"In June there were thirty-two schools having an average attendance of over 90 per cent. One school in Georgetown, and the M street school reported an average attendance of 100 per cent. This, in respect to attendance, is the best report of the year.

"Of the 135 teachers in the district, 109 are white and 26 colored. The average whole attendance is over 74 per cent. Of these schools, 38 are primary, 28 intermediate, 5 grammar, and most of the remainder of mixed grades."

Adult education.—Rev. E. Turney has taught a class of men, fitting for the ministry, in a room on Louisiana avenue, furnished him by the bureau. This class has at times been quite large; but the attendance, owing to the necessities of these men, has been quite irregular.

Howard University.—"A charter has been granted by Congress for the Howard University, which is to be open to all of both sexes without distinction of color. This institution bids fair to do great good. Its beautiful site, so opportunely and wisely secured, is an earnest of success. Large and commodious buildings are soon to be erected thereon. The normal and preparatory departments of the university were opened on the 1st of May, under the instruction of Rev. E. F. Williams, an accomplished scholar and a thorough teacher. At the close of the month the school numbered 31 scholars; it has now increased to about 60. Miss Lord, so long a popular teacher of this city, has been appointed assistant. The grade of this school is low for its name, but the students are making good advancement."

Bureau buildings.—This bureau has provided buildings for 55 schools, and assisted in furnishing buildings for 19 other schools. It has provided buildings as homes for 45 teachers, and given all teachers the privilege of buying provisions of the government commissary; it has also paid their transportation.

One school-house, large enough to accommodate 400 scholars, has been built by the bureau in Alexandria, Virginia, and it has assisted in building three houses of the same size in the District of Columbia. Assistance has also been given in building three houses in Maryland.

Ten northern societies are reported as having aided the schools in this department, the amount expended by them being not less than \$35,000. The trustees of colored schools for Washington and Georgetown have expended about \$10,000. The amount raised by colored people by subscription is very small. They insist that their taxes, which are the same as paid by the white population, shall be used for the support of their schools.

School money in the District.—In this District, if the trustees of the colored schools could get the amount now due, and that which will be due the next scholastic year, they would have about \$80,000, an amount quite sufficient, used economically, to free the societies and bureau from any further care of schools here. But as the speedy receipt of these funds is a matter of much doubt, there still remains a work for the benevolent to do.

The following communication, which we are permitted to use as official, indicates the programme for the coming year. It is from the treasurer of colored schools, S. J. Bowen, esq.

SIR: The trustees of colored schools for Washington and Georgetown have voted to employ thirty teachers the coming year, which is all they will be able to do and discharge the obligations they are already under for the cost of a school building, now in the course of erection on O street, between Fourth and Fifth streets, procure the furniture for the buildings already erected, and pay for fuel and other incidental articles during the year.

There have been over seventy teachers employed here during the year, and there is no reason to suppose that a less number will be required the coming year. Of these, the trustees will employ thirty, and it is hoped that the New York and Pennsylvania branches of the freedmen's commission will furnish at least eight each, making only forty-six in all. I do not know that any of the individual churches north will continue their teachers. The Boston association has withdrawn all of theirs; so unless a supply be furnished from some other quarter, there will be a deficiency of at least twenty-four from last year.

It is to be hoped that any association north, favorable to the education of the colored race, and having means to spare for that purpose, will send to this District the next year as many teachers as possible. Hundreds of children eager to learn have been denied the privilege of schools in the past, for the reason that the school-rooms were already filled to repletion, and more could not be accommodated. If buildings and rooms could be obtained, one hundred teachers could be profitably employed in this District at this time. After the next year, the trustees, by obtaining proper aid from Congress, expect to be able to relieve all northern associations from the burden of maintaining teachers in the District of Columbia.

Truly yours,

S. J. BOWEN,

Trustee and Treasurer of Colored Schools.

Ability of colored people.—The past year's experience has fully settled the question of the natural ability of the colored people to become educated and intelligent.

Hundreds have visited the schools in this city (Washington) and gone away with their doubts removed and their prejudices much abated.

Public examinations.—At the close of the term public examinations were held in all the schools, which were well attended. The Greek minister was present at the examination of the Judiciary Square school and seemed very much interested in the exercises.

Teachers.—Most of the teachers have been untiring in their efforts to make their schools first-class. Their monthly meetings, as an association, have been productive of great good. Nearly all the teachers have taught in colored Sabbath schools, carrying with them the scholars of the day schools. About three thousand Sabbath school scholars have been reported as in monthly attendance.

Free library.—From the free library about one thousand books have been drawn per month, and many thousands of Sabbath school papers furnished the Sabbath school teachers. Different societies have gladly made this their depository. It is very important that this library be kept up. A better building is needed and a large supply of new books.

Colored asylum.—The asylum for colored orphans, situated near the boundary and Seventh street, was erected by this bureau, and its expenses are mainly paid by it. It is well managed under the charge of a ladies' society in Washington.

"The farm school, near the Eastern Branch, has become a failure, owing to the mismanagement of the owner of the property. A reformatory and industrial school is very much needed for indigent and bad boys. I respectfully recommend that steps be taken for the speedy establishment of such a school."

West Virginia—The superintendent says: "I have spent five days in West Virginia. At Harper's Ferry we met the colored people in the school-room in the evening, and addressed them on the subject of education and other practical matters. A good deal of enthusiasm was manifested. A large procession, with fife, drum, flag, and torches, marched to and from the meeting. Quite a number of white gentlemen and ladies were also present. Efforts are being made to establish a normal school and college at Harper's Ferry. [About \$20,000 have been raised for this purpose, and a board of trustees is incorporated.]

"At Charlestown the people gathered in the morning with the scholars, and crowded the small poor school-room, after only about an hour's notice. We listened to a few recitations, which were very creditable, and then addressed the people.

"At Martinsburg an invitation was given to hold a meeting in the court-house, which, at the time appointed, was filled with both white and colored—the mayor of the city presiding.

"It is evident that the colored people have many friends in that place, who will help them to be worthy intelligent freedmen.

"There is great need of a new school-house there, as well as at Charlestown.

"At Wheeling we found a good school-house well fitted up, and a good school taught by Mr. West, a colored man. Money arising from the city school tax, which is fairly divided with the colored people, has built the house, and now pays the expenses of the school.

"T. M. McWhorter, esq., State auditor, and Major Bristen, State treasurer, accompanied us on our visit to this school; and the school register indicates that it is not unusual for white gentlemen of that city to visit the colored schools. We noticed that on one day a large number of the pupils of one of the white schools, with their teacher, came in a body to visit the new school. The colored people in Wheeling have evidently fallen among friends, and are doing well. The city authorities have given them the use of a large public hall for religious meetings, rent free."

"The school law in West Virginia is a very good one, though little has been done thus far to enforce it in relation to the blacks. I have visited various places and urged upon the authorities the importance of educating the colored people. The governor and highest officials of the State are interested in the work; and at Wheeling, the city government has built an excellent school-house and employed a teacher.

"At Martinsburg, Shepardstown, Harper's Ferry, and Charlestown, schools have been sustained by the "Free Baptist Association," with rent paid by the bureau. At Charlestown, the teacher could not obtain board in a white family. A few pay schools have been sustained by the colored people.

"The number of freedmen is not large in this State, probably about 10,000, but they are gathered, for the most part, in a few localities."

The Maryland counties.—In Maryland, State school money is drawn upon the enumeration of all the school children, but it is expended for the education of the whites only—except so much as is paid by the colored people, which goes for the support of colored schools. This amount in the six counties under the care of this District is very small, while the number of colored children is quite large. The superintendent says:

"The whites are becoming more favorable to the education of the colored people, and the colored are manifesting a very commendable zeal themselves. In some places they have started private schools."

St. Charles and St. Mary's.—"During the month I have visited St. Charles and St. Mary's counties, Maryland. At Leonardtown, a lot has been given by Mr. Key, a wealthy gentleman, and measures have been taken to erect a house thereon. I hope the starting of a first class school in that place, will stimulate the work in that county, and that we may get schools in three or four other places before the summer is over.

The following tabular statement gives the highest aggregate of the department for the six months:

Semi-annual school report for the Department of Washington, for the term of six months ending June 30, 1867.

Day schools.....	95		Pupils enrolled last report.....	4,676
Night schools.....	27		Average attendance.....	4,959
		122	Pupils paying tuition.....	268
Schools sustained by freedmen....	4		White pupils.....	31
Schools sustained in part by freedmen.....	39		Always present.....	2,562
Teachers transported by bureau during the last six months.....	64		Always punctual.....	1,818
School buildings owned by freedmen.....	15		Over sixteen years of age.....	1,089
School buildings furnished by bureau.....	51		In alphabet.....	530
Teachers, white.....	162		Spell and read easy lessons.....	3,365
colored.....	21		Advanced readers.....	1,874
		183	Geography.....	2,780
Pupils enrolled in day and night schools, male.....	3,722		Arithmetic.....	3,372
female.....	3,146		Higher branches.....	286
		6,868	Writing.....	3,494
			Needle-work.....	867
			Free before the war.....	824
			Sabbath schools.....	40
			Pupils in Sabbath schools.....	4,211

Number of schools graded, 86; number of grades, 3.

Number of day or night schools not reported, 23; whole number of pupils (estimated) in all such schools, 1,227; number of teachers, white, 10; colored, 5; total, 15.

Number of Sabbath schools not reported, 8; whole number of pupils (estimated) in all such schools, 892; number of teachers, white, 6; colored, 1; total, 7.

Industrial schools, 5; whole number of pupils in all, 354; kind of work done, sewing, knitting, &c., &c.

Whole amount of tuition paid by freedmen during the last six months, \$121 85.

Whole amount of expenses for the above schools by the bureau for the last six months, \$8,961 70, (reported only in part.)

Grand total of expenses for the last six months for support of above schools by all parties, \$30,163 46.

Number of high or normal schools, 2; number of pupils, 93.

JOHN KIMBALL,
Superintendent Education D. C.

MARYLAND.

In this State the work of educating the freedmen is rapidly advancing, though encountering from certain classes ridicule and, at times, violent opposition.

The friends of the cause have been earnest and persevering, and at the present time more public favor is shown these schools than heretofore, and their special patrons are rapidly increasing.

The number of schools, during the quarter ending March 31, was 71 day and 38 night schools, with 146 Sabbath schools,

There were also four industrial schools with 511 pupils employed in sewing, knitting, straw-braiding, &c., and one high school with 25 pupils.

The grand total of expenses for the above schools for the month was \$8,213 90.

Of these schools 77 are sustained wholly or in part by freedmen. They own 61 of the buildings in which the schools are taught.

The advancement of pupils is seen in the fact that 2,926—more than one-third—were studying geography, grammar, arithmetic, and the higher branches.

The superintendent, Lieutenant C. McDougall, reported an increase during the quarter of 15 schools and 1,431 scholars. This did not include many private schools, from which no returns are regularly received.

Prejudice disappearing.—The superintendent says: "The prejudice against freedmen's schools is disappearing in Maryland. No school-houses have been burned or personal violence offered to the teachers during the quarter. Applications for assistance in establishing schools are increasing. Many applications for teachers cannot be complied with, as the Baltimore association has been unable to supply the demand. In some cases, therefore, whole counties are left without a single school, and others have but two or three where there should be half a dozen. Could teachers have been furnished, the number of schools would have increased at least thirty per cent. since the commencement of the present school term."

At the end of the last quarter the assistant commissioner, General Gregory, reported that "materials for twenty-seven school-houses have been furnished during the quarter, 16 in Maryland, and 11 in Delaware."

Case of violence.—The interest of the schools is on the increase, and the opposition is gradually wearing away. But one instance of violence to teachers is reported, which occurred in Georgetown, Sussex county, Delaware, June 27. The house where the teacher was boarding was attacked by a mob and the teacher, a colored woman, very badly frightened. She received no personal injury, but it caused her to leave the school, which remained vacant until another teacher could be supplied.

City action in Baltimore.—The city councils of Baltimore have decided to take all the city schools under their care, providing for them the same as for white schools.

At Eaton, Maryland, we have the finest school-house and the largest school in the county, which has had the effect to stir up the white people to the importance of having better houses for their children.

Teachers.—Too much praise cannot be paid to the teachers of these schools for their devotion and energy in this great work ; and the friends of this much abused people have great cause to rejoice in the results which have been accomplished. They themselves come to the rescue, and cheerfully pay from fifty cents to one dollar a month or more, as the case may be, from their hard-earned wages, to board the teachers and have their children instructed.

Reports heretofore received are not as correct and satisfactory as they could be made if we had direct communication with the teachers themselves.

Vacation.—The schools generally closed the last of June, except the one at Havre-de-Grace, Maryland, which, at the request of the teacher, remained open.

New schools.—Ten new schools opened this quarter, nine in Delaware and one in Maryland.

Closing of night schools.—"The night schools were discontinued early in the quarter, owing to the necessity of farming work, and weariness after such labor ; it being, as was alleged, too great for study.

Future prospects.—"There is no doubt that the schools will open in the fall term with renewed vigor, and increased interest and numbers. In many places new objects of attraction will induce large numbers of new scholars to enter upon a course of study, encouraging the old ones to strive the harder for a good, solid education. In this connection, it may be remarked that all the old teachers have been invited to return September 1, to resume the positions which they have filled with so much honor and credit to themselves, as well as to their friends and scholars."

DELAWARE.

We alluded in our last report to arrangements being made to extend freedmen's schools into the State of Delaware.

In a recent tour through that State, General Gregory met with some opposition. He says: "Meetings were held in Dover, Milford and Seaford. Since then the opposition has decreased.

"Freedmen's schools are already opened in the above places, and also in Wilmington, Smyrna, Odessa, Christiana, and New Castle. Ten estimates are now on file from Delaware, for the construction of school-houses, the lumber for which is being forwarded."

The Baltimore Association is rendering great assistance, but is much in need of increased contributions to its treasury.

All the above efforts in Delaware give promise of success. The colored people are greatly encouraged by them. The schools recently opened were doing well when last heard from, and it is hoped the good people of the State will all encourage so laudable an effort for the education of their poor.

The following are the statistics for Maryland and Delaware :

Semi-annual school report for the States of Maryland and Delaware, for the term of six months ending June 30, 1867.

	Maryland.	Delaware.	Total.
Day schools.....	69	20	127
Night schools.....	38		38
Schools sustained by freedmen.....	12	3	15
Schools sustained in part by freedmen.....	64	17	81
Teachers transported by bureau during last six months..	14	4	18
School buildings owned by freedmen.....	53	8	61
School buildings furnished by bureau.....	4	10	14
Teachers, white.....	28	4	32
colored.....	75	16	123
Pupils enrolled in day and night schools, male.....	3,390	269	6,759
female.....	2,657	443	3,100
Pupils enrolled last report.....	5,869		5,869
Average attendance.....	4,220	581	4,801
Pupils paying tuition.....	4,142	701	4,843
White pupils.....	2		2
Always present.....	2,844	490	3,334
Always punctual.....	2,927	408	3,335
Over sixteen years of age.....	1,927	62	1,989
In alphabet.....	638	338	976
Spell and read easy lessons.....	3,004	265	3,269
Advanced readers.....	1,940	189	2,129
Geography.....	1,755	133	1,888
Arithmetic.....	2,926	232	3,208
Higher branches.....	118		118
Writing.....	2,827	203	3,030
Needle-work.....	184		184
Free before the war.....	621	712	1,333
Sabbath schools.....	11	16	27
Pupils in Sabbath schools.....	374	1,077	1,451

Number of Sabbath schools not reported, 135; whole number of pupils (estimated) in all such schools, 9,359; number of teachers, white, 400; colored, 748; total, 1,148.

Industrial schools, 4; whole number of pupils in all, 511; kind of work done, plain sewing.

Whole amount of tuition paid by freedmen during the last six months, \$5,799 75.

Whole amount of expenses for the above schools by the bureau for the last six months, \$355 74; (reported only in part.)

Grand total of expenses for the last six months for support of above schools by all parties, \$40,763 07.

Number of high or normal schools, 1; number of pupils in all, 154.

SAMUEL J. WRIGHT,
Capt. and A. A. M., State Superintendent of Education.

VIRGINIA.

A larger number of schools, teachers, and pupils, were reported for the quarter ending March 31, from this State, than at any previous time.

There were 15,340 pupils, almost equally divided between the sexes, 7,691 being males, and 7,649 females; besides about 500 known to be in school, but not reported.

Of the 278 teachers, 81 were colored. There were also nearly 10,000 pupils in Sabbath schools, with 510 in schools of industry, making in the aggregate over 25,000 in the State under some regular process of instruction.

This bureau furnished sixty-nine of the buildings in which these schools were taught. Thirty of the remainder were owned by the freedmen, and they sus-

tained, wholly or in part, by their contributions, fifty-one of these schools, having paid during the last quarter, \$3,124 55 for tuition.

The grand total of expense for all the above schools for the quarter was \$23,545 50.

This is a noble exhibit for Virginia. It shows not only progress in the past, but is full of promise that the entire body of freedmen in the State are to be educated. We notice the fact that already in the above schools over 7,000 of the pupils are in geography, grammar, arithmetic or the higher branches.

The schools at Hampton, in regard to some of which there was complaint in our last report, are now improving. They, especially the Ward and Butler schools, had much to contend with—late opening in the autumn, change of teachers, sickness, &c. The night school also was obliged to occupy a building at a long distance from the residence of the teachers.

Some of these schools should have been excepted in the criticisms of the inspector. General Armstrong, the bureau superintendent, writes: "The night school at Slabtown (a part of Hampton) has been admirably sustained. Located in the midst of that village of 1,500 inhabitants, conducted by ladies, part of whom have long been in that field, it is as fine a success as could be desired.

"The day schools, under the same management, containing three hundred and twenty-five scholars, are excellent. The enthusiasm of the pupils, and the interest of their parents, are alike creditable to them and to the worthy ladies who have labored long and faithfully at that post of duty.

"I should mention the 'Edwards Farm' school, a few miles out of Hampton, which is a model school.

"It is but just to give great credit to the 'Lincoln' school, in the heart of Hampton. It does not lack interest; is ably controlled, skilfully taught, having as bright and sparkling a gathering of children as I ever saw. The other school in the same building is much inferior to it, but doing very well. The lack of interest is therefore *not general*.

"The American Missionary Association have had peculiar embarrassments here, which I am not at liberty to mention. They have given much attention to this field, have received suggestions in the kindest spirit, and are fully aware of whatever shortcomings on the part of their agents might be apparent. There is also unity in spirit and in effort among all here who are interested in the freedmen."

Three important normal schools for the freedmen are being commenced in Virginia, each having already a very considerable endowment. One of these is at Richmond, one at Hampton, and the third at Rippon Hall, on the York river. When these schools are in full operation they will supply a large proportion of the teachers needed in the elementary schools of the State.

The schools at Norfolk still sustain their high character. The following statement was made by a gentleman of the place, who visited a colored school in that city by invitation of Major Remington: "We cannot express our satisfaction with the visit more fully than by saying that we were literally astonished at the display of intelligence by the pupils. Abstruse questions in arithmetic were promptly answered, difficult problems solved, the reading beautifully rhetorical, and the singing charming. A system of quiet, healthy gymnastics was combined with the intellectual culture of the pupils. The ladies who teach in this school were courteous and kind, and took great pleasure in exhibiting the various faculties of their scholars. These exertions must necessarily advance the colored boys and girls among us to a high order of talent; and more encouragement must be given by our city council to our public schools to prevent white children from being outstripped in the race for intelligence by their sable competitors."

In April Brevet Brigadier General O. Brown, assistant commissioner, Virginia, stated that the schools were still doing well. The whole number of teach-

ers 274, of whom 80 were colored. Whole number of pupils 16,108, of whom 686 were white. Average attendance, over 11,000.

Books and teachers wanted.—Many calls have been made from all parts of the State for books and teachers, which the resources of charity have been unable to meet, and for which the bureau is not at liberty to provide out of any funds under its control.

The sentiment of the whites in regard to the education of the freedmen is undergoing a rapid change. There are but few places where any opposition is now manifested, and very many in which there is a readiness to co-operate with the bureau in the establishment of schools.

The superintendent of this State has with great industry and care, in reply to Circular No. 5, from this office, given a valuable detailed report of destitutions.

One hundred schools wanted.—The report gives more than one hundred places where schools are needed, in fifty different counties. If the applications could be met they would cover an attendance of 5,000 scholars.

Every association maintaining schools in this State has been petitioned for teachers to fill some of the above vacancies, but lack of funds compels them to return a negative answer.

With this report were given the attendant

Obstacles and encouragements.—"With school-houses and teachers supplied there are no obstacles in the field worth naming. There would be occasional disturbances, which, with a little prudence, patience, and courage, would soon disappear.

"The encouragements are many—the hunger of the freed people for knowledge, their readiness to co-operate in providing school-houses, the declining opposition, and in many places the active interest of the white citizens in behalf of schools."

A suggestion is added in regard to the improvement of adult freedmen in knowledge; night schools are, of course, the best reliance.

Cheap primers needed.—"Much might be done for all classes by the distribution of from 20,000 to 50,000 cheap primers, which should not cost more than ten cents each. Thousands of white and colored children and adults would at once become learners under thousands of volunteer teachers at thousands of fire-sides beyond the reach of schools."

An application to northern societies for these primers was immediately made.

In May the commissioner says: "The whole number of schools in the district during the month has been 220; of which 160 are public free schools. The attendance upon these schools has been unusually well sustained, for the season of the year, and the discipline and progress of the scholars have been most encouraging. The demand for the establishment of new schools, in various localities throughout the State, is rapidly increasing."

We have the added testimony of the superintendent that, "as a general fact, the teachers have labored with commendable earnestness and success. There are many instances of extraordinary devotion to duty, and a few of carelessness and indifference. The latter cases have been promptly reported to the associations supporting them, and the proper remedy applied."

Inspection.—In order to secure the best returns for the money and effort expended in the educational work, a close and constant supervision of the bureau is required. Especially is it important that frequent and thorough inspections of the schools should be made by experienced and judicious educators.

Hundreds of places asking for schools.—In regard to destitution he adds: "Since my last report, in which it was stated that more than one hundred applications had been received for the establishment of schools in new locations, the following additional reports of places needing schools have been made, viz:

"At Lynchburg every neighborhood in a circumference of six to ten miles has

a population of from forty to one hundred children. Pupils travel in some instances as far as six miles to attend school.

"Lieutenant Ayers, bureau officer for Westmoreland and Richmond counties, (where as yet there have been no schools,) states that churches and school-houses are going up in every direction. Colored preachers are exhorting their race to push forward the work of education. Freedmen throng my office daily for papers or something to read. We want a few teachers, and some day-school and Sabbath-school books.

"Major James Johnson, sub-assistant commissioner for the 6th sub-district, sends a list of twenty-six places within his district which would furnish from twenty-five to one hundred scholars each, if schools could be established. At five of these places the colored people have begun the erection of school-houses. All would furnish land and lumber for such buildings.

"Major J. R. Stone, sub-assistant commissioner of the 22d sub-district, reports that sixty additional schools should be established within his jurisdiction.

"S. C. Armstrong, agent 5th sub-district, asks for the establishment of fifteen additional schools.

"Captain C. S. Schaeffer, bureau officer at Christiansburg, petitions for schools at Blacksburg and Parisburg. In several other localities the freedmen are building log school-houses, with the hope that they will be occupied by somebody."

These needy, hungering thousands make an appeal which should reach every heart, and this is a sample of what is true in every State. Our efforts should be greatly increased.

Liberal donation.—A donation of five thousand copies of the United States Primer, from the American Tract Society of New York, through their agent in Richmond, has been made for these destitute places. They will be distributed, through bureau officers, in communities and families otherwise unsupplied with any educational facilities—the best thing which can be done in this emergency. It is believed that this method of reaching thousands of "firesides," where at present the benefit of schools cannot be enjoyed, will be productive of great good.

Numerous applications for Sunday school supplies are promptly met, on requisition, from the same source.

Testimony.—Rev. J. Brinton Smith, secretary of the Protestant Episcopal freedmen's commission, after a tour through Petersburg, Norfolk, Richmond, Newbern, Wilmington, and Raleigh, writes:

"I found all the schools in a flourishing condition, and was extremely gratified with the order, discipline, and advancement of the scholars in the elements of an English education."

Christian instruction.—"While nothing of a secular character in their instruction had been neglected, the children had been taught, when age permitted, the ten commandments, the Lord's Prayer, and what is usually called the Apostle's Creed—the symbol of faith of all orthodox evangelical Christians. It is gratifying to find that the teachers, by their good conduct and Christian deportment, except in one or two instances, have overcome the prejudices of the southern white people, and enlisted sympathy in their work. My visit was instrumental in awakening interest in both clergy and laity; and establishing proper understanding and relation between the officers of the bureau and the schools and people of the Protestant Episcopal community.

"The bureau officers seem to be characterized by the right spirit, and a desire to carry out your views and wishes."

The closing report of the superintendent for the year says:

"It is an encouraging fact that the attendance during the latter part of the session has been much better maintained than last year, showing a difference, in favor of the present year, of more than 3,000 pupils. The greater part of the

loss of numbers, in the latter part of both years, is due to the closing of the night schools in May.

"The causes of irregularity in attendance are found in the shiftlessness of old, servile habits, inadequate clothing for the worst weather, and sometimes in a lack of energy and interest on the part of the teachers.

Results.—"As a result of the year's effort, I estimate that 8,000 children have learned the alphabet, and not much less than 10,000 have been added to the reading and writing population of the State. The same number have made valuable progress in arithmetic and geography. A smaller number are well advanced in the history of the United States, in grammar, and physiology, and some have commenced algebra and Latin.

High schools.—"Preparations are being made for the establishment of well-appointed high-schools at Richmond, Petersburg, Norfolk, Hampton, Alexandria, and Danville. It is designed also that each of them shall have a proper normal department, in which all who have made sufficient advancement shall not only be professionally taught the art of teaching, but inspired with a zeal for the business.

Native colored teachers.—"This work of providing native colored teachers is the most important of all. Two hundred destitute places are already calling for schools, and I believe that within three years a thousand will be required to meet the demand in this State. Even that number would not supply teachers to the colored population of Virginia as fully as the northern States of the Union are supplied.

Pay schools.—"Sixty-three of these, with an attendance of fifteen hundred pupils, are reported. With less than half a dozen exceptions in the entire State, these schools are only better than none at all. Many of the teachers can read but very imperfectly, and know nothing of writing or arithmetic. Many and bad as these schools are, they would be much more numerous, and worse, (if possible,) if the people were able to pay the pittance of tuition which is charged. It is not surprising that the colored people should have such poor conceptions of the qualifications of a competent teacher, and of the characteristics of a good school, when the standard among the whites is so very low.

Schools for loyal whites.—"The free schools for loyal whites in this city, supported by the Soldier's Memorial Society of Boston, and ably superintended by Mr. Andrew Washburne have given instruction to about 700 children. These schools are beginning to attract public attention, and elicit the most favorable comments from the people and press.

Public feeling.—"A better state of public feeling towards the schools is believed to be permanent and reliable. This is indicated by the fact that many white citizens of Virginia, both male and female, have recently sought positions as teachers of freedmen under the bureau. It is almost universally conceded among intelligent citizens, that the education of the colored population becomes a necessity from their new relations to the State. Some planters are building school-houses for them, and some ladies of refinement are giving them gratuitous lessons on week days; and new Sabbath schools are being organized at many points.

School laws.—"The State is entirely without school funds, and without a school system. The 'literary fund,' which formerly supported a few poor schools for poor people, was entirely lost in the war. Under the stimulus of the passage of the military reconstruction laws, the legislature, then in session, recognized the propriety of education for blacks, by passing an act providing that a portion of the capitation tax collected from the freedmen should be devoted to their education. The amount to be received from this source will be very small.

Soldiers teaching.—"Many returned colored soldiers, whose first and only tuition was in their regimental schools, are teaching, either as a business or in-

cidentally; and in the scattering of surplus population from the cities or large refugee settlements, as at Yorktown and Hampton, many children who had been well taught in the schools are in turn informal teachers upon the plantations.

Improvements.—"We only need to improve present methods by sending teachers professionally trained, and by such a thorough system of inspection and supervision as shall hold all the teachers to a full performance of their duty, and by further improvements in school-rooms and added facilities for illustration.

The distribution broad-cast of primers and spelling-books is recommended as a means likely to bring into use without expense the limited scholarship of many, as teachers, to furnish facilities of usefulness to others of the more favored classes who are well disposed.

We gladly add an extract from an interesting communication from General S. C. Armstrong, in regard to the examination of the schools at Hampton.

"I cannot refrain from expressing my satisfaction and surprise at the proficiency of the pupils in the Hampton schools, as manifested in the examination of the 28th ult. I refer, especially, to the most advanced school, where the exercises in geography and reading passed off admirably, while in arithmetic a striking readiness and progress were apparent.

"From having watched these schools somewhat closely for over a year, I can bear witness to a steady growth in knowledge and interest. The more advanced pupils seem to have a healthy ambition; in all the grades there has been a very encouraging degree of punctuality and scholarly spirit. With good teachers there can be no doubt about good schools.

Capability.—"I believe the finest intellectual achievements are possible to these colored children; no one who listened to the prompt answers, or perceived the 'snap' of the pupils during the late exercises, can doubt it. What I was most gratified with was the enthusiasm for, and pride in, knowledge, which is a motive power that, if given play, will carry them up to noble attainments. It is clear that freed children do not get tired of going to school; the more they know, the more they desire to know.

Pronunciation.—"Let me call your attention to one fine success very generally achieved, the accurate pronunciation of the English language. None of the vulgarisms which prevail among freedmen, nor even the fashionable and peculiar accent of the late aristocracy, were perceivable during the examination or exhibition. In the former, however, I noticed frequent failures to speak in a loud, clear tone; in the latter, the tone of voice was generally excellent, the articulation and modulation admirable.

Good teachers.—"The results of the educational work here, and, I believe, everywhere in the south, will be according to the proficiency and enthusiasm of the teachers you send into the field. There is abundant scope in this work for those of the finest attainments, who wish to live for something, to express in action their best aspirations."

The statistics of Virginia are as follows :

Semi-annual school report for the State of Virginia, for the term of six months ending June 30, 1867.

Day schools.....	184		Pupils enrolled last report.....	14,002
Night schools.....	45		Average attendance.....	10,890
		229	Pupils paying tuition.....	1,348
Schools sustained by freedmen....	48		White pupils.....	764
Schools sustained in part by freedmen.....		26	Always present.....	6,394
Teachers transported by bureau during the last six months.....		97	Always punctual.....	5,992
School buildings owned by freedmen.....		61	Over sixteen years of age.....	2,898
School buildings furnished by bureau.....		69	In alphabet.....	1,986
Teachers, white.....	194		Spell and read easy lessons.....	7,953
colored.....	80		Advanced readers.....	5,162
		274	Geography.....	4,221
Pupils enrolled in day and night schools, male.....	7,751		Arithmetic.....	6,409
female.....	7,714		Higher branches.....	960
		15,465	Writing.....	7,119
			Needle-work.....	869
			Free before the war.....	1,761
			Sabbath schools.....	94
			Pupils in Sabbath schools.....	9,220

Number of schools graded, 109; number of grades, 3.

Number of day or night schools not reported, 22; whole number of pupils (estimated) in all such schools, 650; number of teachers, white, 3; colored, 18; total, 21.

Number of Sabbath schools not reported, 24; whole number of pupils (estimated) in all such schools, 1,330; number of teachers, white, 38; colored, 60; total, 98.

Industrial schools, 7; whole number of pupils in all, 615; kind of work done, sewing, knitting, &c., &c.

Whole amount of tuition paid by freedmen during the last six months, \$5,124 55.

Whole amount of expenses for the above schools by the bureau for the last six months, \$1,950 97; (reported only in part.)

Grand total of expenses for the last six months for support of above schools by all parties, \$50,517 50.

Number of high or normal schools, 6; number of pupils in all, 379.

R. M. MANLY,
State Superintendent of Education.

DEPARTMENT OF NORTH CAROLINA.

"The schools in this State have been doing remarkably well during the last six months. The late assistant commissioner, Brevet Brigadier General J. V. Bomford, wrote in March:

"The work of education still presents the same interesting features. From all points the most gratifying reports are received of the great progress among pupils, and an increasing interest in the schools. We are now enabled to record the largest number of persons under tuition at any one time since the organization of the work in this State. There are in successful operation 156 schools, with 173 teachers, and 11,102 pupils, showing a gain over last report (February) of 19 schools, 29 teachers, and 1,510 pupils."

The superintendent, under same date, anticipated a falling off in attendance as the planting season approached. This we could not object to, as the older pupils at this season go out for a time to productive labor, and thus, in early life, form habits of self-support.

Field work.—He says: "As the opening season will soon call off many of the pupils from the school-room to the field of labor, not to return till the harvests shall have been gathered, the maximum for the present school year has doubtless already been reached. A gradual declension from this point is anticipated, though several new schools will soon be established, and many more should be, to meet existing pressing wants."

Wants of the schools.—The superintendent specifies these, as follows :

"1st. Teachers whose salary and board would be paid by the freedmen, and school buildings provided.

"2d. Teachers whose board only would be provided by the freedmen.

"3d. Teachers for whom neither board nor salary could be provided by the freedmen.

"4th. School buildings, (rented by the bureau,) and teachers with board and salary paid by benevolent societies.

"The work cannot progress further without a large force of additional teachers. As I have endeavored in vain to obtain them from the usual sources of supply. I am at a loss to know how our wants can be met."

Aid of bureau.—The aid rendered by the bureau in paying the rent of school buildings is of the greatest service, and secures the continuance of several schools which must otherwise fail and be disbanded.

"Though some adversities have lately befallen our enterprise—as the burning of the school-house at Snow Hill, Green county, April 4; and one in Chatham county; and the violent assault upon Mr. Barton, teacher, at Long creek, New Hanover county—yet, in the State generally, as appears from reports of officers at most of the stations, old prejudices against the schools and the work of educating the freedmen are decidedly on the wane, and in a few localities there has been such complete transformation that former opposers are now willing to give countenance and aid to the work.

"I would respectfully suggest that the need of teachers and school buildings be urgently presented to the Commissioner at Washington, in the hope that some means may be devised for our assistance."

Normal schools.—"We have no assurances that this call can be fully met, until our normal schools prepare native teachers, who shall supply a demand, which from this time is to increase on every side."

School for poor whites.—"The Union free school for poor white children, located at Wilmington, and opened two afternoons each week, numbers 43 members, and a Sunday school, with an attendance of 80 scholars."

In a recent communication, the teacher says: "Permit me to add that these children are from the poorest white families in this city, many of whom have scarcely the 'comforts of poverty,' living in miserable apologies for dwelling-houses, and are supplied with rations by Captain Rutherford, of the Freedmen's Bureau.

"I have visited some sixty families, and have furnished them with clothing sent me by the Memorial Society. They seem very grateful, and are willing to do all in their power to aid in keeping the school in operation.

"Since I commenced my school, some of the benevolent gentlemen of the city have built a recitation room for me, so that I am able to increase the number of scholars to 112 and employ a second assistant, a resident of Wilmington, who is a very earnest worker."

Brevet Major General Nelson A. Miles, the present assistant commissioner, reports in June, that "the educational work continues with unabated ardor, notwithstanding the season has arrived when many are called to fields of manual labor. The monthly returns show a much more gratifying result than for the corresponding period of the year previous."

For the same month the superintendent reports a very gratifying condition, summing up the work as follows :

"At the commencement of the school year in October the prospect was dark and disheartening. With greatly increased demands for educational effort, and a large field to be occupied, the teachers were few, and new ones difficult to be obtained on account of the pecuniary inability of the societies to supply them. The most sanguine expectation I dared to cherish was, that the maximum of

schools, teachers, and pupils, might at length possibly reach that of the previous year."

Unexpected prosperity.—"It has, however, been a year of unexpected prosperity. The number of schools, teachers, and pupils steadily increased till the close of March, and since then has kept up to a high standard."

School-houses.—During the year 10 school-houses have been erected, or are in process of erection, viz: at Wilmington, Beaufort, Morehead City, Newbern, Chapel Hill, Edenton, Smithfield, High Shoals, Snow Hill, and Raleigh. Three additional school-houses for freedmen will be built at Raleigh during the present summer.

Normal school.—"A fund of \$50,000 has been secured for a normal school in this State, which will be located at Raleigh. An act of incorporation has been secured, dated July 23, 1867, under the name of the 'St. Augustine Normal School and Collegiate Institute.' Suitable buildings, it is expected, will be in readiness for the commencement of the new institution soon after the opening of the school year in October. This will inaugurate a new era in the educational work in North Carolina, inasmuch as it will furnish teachers of home production, when those from the north shall fail us.

"Several teachers (five in Raleigh) have already been raised up in our schools, brief as the existence of the latter has been. These are meeting with encouraging success. Others are preparing for the same work; so that we shall soon have a full supply of material for the normal school."

Examinations.—"Some of our schools compare favorably in respect to good order, discipline, thorough drilling, and an enthusiastic desire for improvement, with long established schools at the north. Many have sustained most creditable examinations in arithmetic, giving the correct analysis of complex, difficult operations in fractions and mixed numbers, in mathematical geography and various other branches pursued; exhibiting such attainments and such a degree of progress in their studies and in intellectual development as to warrant the highest hopes that have been cherished for these schools."

Interest among the freedmen.—"The interest felt in education among the colored people generally is constantly deepening and widening. The school, in the freedmen's estimation, stands next in importance to the church and the preaching of the gospel, and the teacher next to the preacher. Indeed he hardly discriminates between them, but feels that both are a necessity—indispensable for his children certainly, if not for himself. As a general thing, therefore, they are disposed, in the depths of their poverty, to subject themselves to the greatest self-denial to secure them."

Illustrations.—"Many instances have come under my notice where the teachers of a self-supporting school have been sustained till the last cent the freedmen could command was exhausted, and even taxing their credit in the coming crop to pay the bills necessary to keep up the school. In one case the teacher himself, a colored man, receiving no salary, advanced the pay for his own board, trusting his patrons to remunerate him for the money advanced when they might obtain the means, which actually was done. Their feeling was that *the school must go on* for the sake of their children, even though in consequence they should suffer from hunger and insufficient clothing.

"A poor colored man of my acquaintance, who has no family of his own, built a log school-house with his own hands, and hired a teacher on his own responsibility, in order that his neighbors' children, in the depth of their poverty and ignorance, might enjoy the benefits of a school.

"Another colored man in Alamance county, depending upon his daily labor for subsistence, hired a building at a rent of four dollars per month, and paid it himself till relieved by the bureau, in order to establish a school in his neighborhood.

"I might enumerate many similar instances, but these will suffice to show the freedmen's thirst for knowledge and desire to secure for their young people the education which they so keenly feel the need of."

Schools the hope of their race.—"The conviction is now more general and profound than ever with the colored people that schools and churches are the hope of their race, and they have many friends who sympathize with them in this hope. Two northern teachers have been laboring successfully here during the past year at their own expense. One of them, though a widow of limited means, with two children dependent upon her, is about to erect with her own funds a building for the accommodation of her colored school, though the bureau has furnished her with one hitherto.

"The bureau has paid the rent of twenty-nine school buildings in this State, thus rendering timely assistance to freedmen when they would not otherwise be able to maintain a school."

Oral instruction.—"The freedmen require much *oral* instruction, for which ample facilities in the form of tablets, mottoes, outline maps, and blackboards, should be supplied. The object system is especially adapted to them. Much more depends upon aptness on the part of the teacher and power of illustration, and of exciting interest in the minds of scholars, than upon text books, especially in the early part of their course. Teachers thus endowed are the most successful in their work, and find here a most inviting field for their efforts."

Graded schools.—"The number of graded schools in this State has increased during the past year, as I hope it will much more extensively the next."

Legislation.—"Several attempts have been made at legislation in favor of free schools, one of which was the introduction in the legislature of a bill to raise by taxation \$100,000 for school purposes; but this and all similar efforts have met with little favor, and have resulted in failure. There is in the State no free school system, no free schools for whites, (except two sustained by northern benevolence,) and there are no journals or publications devoted wholly or in part to the interests of popular education."

Public sentiment.—"The popular sentiment is gradually strengthening in favor of schools for the freedmen, and is based upon the conviction on the part of the whites that the former will be less subject to vices and crimes, and more desirable and valuable as laborers and citizens, if educated than otherwise. This sentiment has gained much strength since the ballot has been put into the hands of the colored man. The time is not far distant when it will be difficult for owners of large plantations to hire colored laborers without guaranteeing good school privileges for their children. In some instances planters have already acted on this plan, and find it works well, as it makes their employés more steady and contented."

Thus, in respect to the increasing numbers under instruction, the character of the schools generally, their usefulness, and the improved state of feeling toward them, the educational work among the freedmen in this State seems on the whole to be progressing very hopefully.

The exhibit of schools in North Carolina is as follows:

Semi-annual school report for the State of North Carolina, for the term of six months ending June 30, 1867.

Day schools.....	108		Pupils enrolled last report.....	9,673
Night schools.....	39		Average attendance.....	7,614
		147	Pupils paying tuition.....	1,283
Schools sustained by freedmen	46		White pupils.....	170
Schools sustained in part by freedmen.....		24	Always present.....	4,401
Teachers transported by bureau during the last six months.....		145	Always punctual.....	4,270
School buildings owned by freedmen.....		23	Over sixteen years of age.....	2,400
School buildings furnished by bureau.....		31	In alphabet.....	1,168
Teachers, white.....	130		Spell and read easy lessons.....	6,425
colored.....	52		Advanced readers.....	2,962
		182	Geography.....	2,279
Pupils enrolled in day and night schools, male.....	5,087		Arithmetic.....	3,272
female.....	5,517		Higher branches.....	271
		10,604	Writing.....	3,405
			Needle-work.....	570
			Free before the war.....	543
			Sabbath schools.....	97
			Pupils in Sabbath schools.....	10,050

Number of schools graded, 41; number of grades, 2 and 3.

Number of day or night schools not reported, 43; whole number of pupils (estimated) in all such schools, 1,669; number of teachers, white, 9; colored, 36; total, 45.

Number of Sabbath schools not reported, 32; whole number of pupils (estimated) in all such schools, 1,883; number of teachers, white, 17; colored, 79; total, 96.

Industrial schools, 2; whole number of pupils in all, 85; kind of work done, sewing, &c.

Whole amount of tuition paid by freedmen during the last six months, \$1,760 74.

F. A. FISKE,
State Superintendent of Education.

SOUTH CAROLINA.

From all parts of this State we hear of the good influence of our schools, not only upon freedmen, but they affect every portion of society. In the present reconstruction of the State their power is felt most sensibly.

The negroes and their children are found capable of that improvement which will fit them to be valuable citizens, and the facts actually developed by their education render it far easier to gain for them, socially and in legislation, all their rights and privileges.

In the earlier part of the school term some examinations, especially in Charleston, were very satisfactory, and surprised even gentlemen from the north who were there to witness them.

During the first quarter the schools numbered about eighty, with over 8,000 pupils and 150 teachers, more than half of the latter colored.

The superintendent, R. Tomlinson, esq., said at that time: "Besides the schools reported, and those failing to report, I estimate that there are at least sixty other schools for freedmen in the State, with an attendance of about 5,000 pupils. Of course, schools of this class are not all they should be, but they are much better than none at all, and in many instances are doing incalculable good."

Inspection.—A journey of inspection was made in the spring by the superintendent, which revealed some very important facts. He says: "I visited Columbia, Camden, Sumter, Timmons ville, Darlington, Marion, Cheraw, Florence, Kingstree, and intermediate points, and I am confirmed in the conviction (if confirmation were needed) that nothing so rapidly tends to produce harmony

between the white and colored people as the establishment of schools among them. Take the towns enumerated above as examples. In no other places was greater opposition, *short of violence*, manifested toward colored schools than in these places when the first schools were started. I question very much whether *now* a half dozen men of intelligence can be found in any of these places who would not deem it a public calamity to have the schools discontinued. I do not mean to assert that any active sympathy is shown, or that the white people in any of these localities are ready to co-operate with us. The time has not yet come for this. But in most of these localities the residents in the immediate neighborhood of the schools have ceased to speak with bitterness of them, and generally treat the teachers with politeness.

Good state of feeling.—"In Camden and Cheraw there is a particularly good state of feeling, and this feeling exists to a considerable degree through the districts in which these towns are located. After you get outside of the towns referred to there is a worse state of feeling; yet in Cheraw, while I was there, the colored people were allowed the use of the town hall for an educational meeting, and it was attended by several respectable white residents of the town. In Columbia a very marked change in public feeling towards the schools has taken place. The mayor of the city has visited them, and after expressing the greatest satisfaction with all he saw, took occasion at a meeting of the council to advise all its members to visit the schools also.

Good teachers.—"The Columbia schools are conducted by a first-class corps of teachers, who cannot fail to make a good impression upon those who come in contact with them. This statement holds good of most of the teachers employed in this State.

"At Orangeburg, I am sorry to say, the night school has been fired into on one or two occasions, and the attempt to discover the perpetrators of the outrage was without success."

We regret such an instance, especially in connection with general testimony so encouraging.

Some interesting general facts have been reported by an inspector who lately visited South Carolina:

School tax.—"A large and steadily increasing fraction of the school tax is paid by persons of color, yet colored citizens and their children are absolutely excluded from all the public schools.

No State system.—"There is no State system of public schools in South Carolina. Beyond the limits of Charleston the 'free school,' that great conservator of the public morals and handmaid of the law, is unknown in the State. This denial of education to the masses is the more reprehensible from the fact that under her statutes persons charged with certain crimes, such as burglary, arson, &c., are exempt from the death penalty should they prove in court that they can 'read and write.' It has therefore occurred that of two parties indicted jointly for the same offence, the more guilty has escaped capital punishment by pleading the 'benefit of clergy,' or a knowledge of the arts of reading and writing, while the less criminal, because more ignorant, has been led to the scaffold.

"Carefully compiled statistics, based in part upon the muster-rolls of South Carolina troops in the late confederate army, reveal the fact that at least thirty per cent. of the *white* population are unable to read and write.

Emancipation not a mistake.—"Everywhere in the State I found colored people diligent in the pursuit of knowledge, and quick in its acquirement. They have already proved that their emancipation was not a moral or political mistake."

The above inspector is by birth and education a South Carolinian, and was at one time in the service of the confederate army.

Brevet Major General R. K. Scott, in his report for March, says: "Doctor Lardner Gibbon, a planter, resident six miles from here, writes that he intends, as soon as he gets a saw-mill in operation, to commence a school-house for the freedmen in his neighborhood, which will furnish accommodations to about thirty scholars. He is not yet prepared to apply for books or a teacher. He recommends colored teachers for sections which, like his, have a sparse population.

Temporal prosperity.—"General Gile, sub-assistant commissioner, reports 1,980 'heads of families' within the limits of the district of Beaufort that own and cultivate their own land, comprising in the aggregate 19,040 acres, for which the United States government has received \$31,000."

All of this money, as we are credibly informed, had been accumulated by these people in their savings bank at Beaufort. The intelligent interest of these families in schools increases as they acquire property and obtain permanent homes.

In April General Scott says: "Urgent calls for the establishment of schools are received from all parts, more especially from the court-house towns and places where the freed people are most centred. If the bureau would assist in building school-houses, it is thought the colored population could and would sustain the schools.

"The freedmen in some parts of the district are in a better condition to assist in this matter than in other localities, as at Lewisville, Orangeburg, where during the present month they have erected a building 25 feet by 45 feet, at a cost of \$600. This money has been raised among themselves, excepting about a third, which was appropriated by the bureau.

Kindly sentiments.—"Mr. Jacob Keitt and other (white) citizens of that vicinity are deserving of much commendation for the active part they are taking in the educational interests of the blacks. This gentleman kindly donated an acre of ground upon which to build a school-house. The effect of such action on the part of the whites is having a salutary influence in other places. There are many indications that kindly sentiments towards the freed people are gaining ground among the intelligent whites. Several planters have visited these headquarters during the current month for advice and information in regard to starting schools for their laborers.

"The schools in Columbia have been visited, and it is a source of satisfaction to find them conducted with more than ordinary efficiency and success.

"I have caused inquiries to be made to see if a suitable citizen could be found to teach a free school at Edgefield Court House, but thus far without success.

"The private schools are taught by colored people; but their education is too limited to render it advisable to have an effort made to secure their services for a free school, if one were organized. The feeling of the people is such that I could not advise the sending of a northern teacher to that place, although there are enough children there to form a large school.

The people poor.—"During the month I was at the Ridge, one of the finest farming portions of the district, and quite thickly settled, and learned that a school could be established there to advantage, after the crops are made. At present, however, the people are too poor to provide books or even decent clothing for their children. This is true of the poorer whites and freedmen both. I was told that if good crops were produced there would probably be an effort to start a school, with one of the citizens as teacher."

The superintendent reported in April, 87 schools and 9,164 pupils, with 3,841 pupils in Sabbath schools.

Patronage.—The teachers employed in the above 87 schools are supported as follows :

By the New England Branch Freedmen's Union Commission.....	48
By the New York Branch Freedmen's Union Commission.....	30
By the Pennsylvania Branch Freedmen's Union Commission.....	10
By the American Missionary Association.....	25
By the Old School Presbytery (Pittsburg).....	15
By the United States tax commissioners.....	11
By the Friends' Association, Philadelphia.....	4
By the freedmen.....	10
By the Protestant Episcopal Freedmen's Association.....	1
By the people of Salem, Massachusetts.....	1
By a planter.....	1
Total.....	156

"I find it impossible to get reports from the voluntary schools, and therefore have to estimate the number of pupils attending them. My estimate for the month of April for that class of schools is 7,000.

School books.—"The school books purchased with the appropriation of \$300, made by General O. O. Howard, have all been distributed, and there is constant demand for still more.

Activity among adults.—"There is a good deal of mental activity among the adult colored people throughout the State, incident to the changed condition of affairs produced by the military reconstruction bill. Our teachers, though generally taking no active part in politics, yet feel it their duty to assist the people in their several neighborhoods to the means for forming correct judgments as to political affairs. This mental activity, conjoined with the religious movements and the schools, is rapidly changing and moulding public sentiment ; and if the necessary money could be furnished to carry on the work, the next year would close upon a changed state of society in South Carolina.

A genuine African.—"Father Haynes, a colored man of the genuine African type, has for several months been trying unweariedly to have a teacher located about four miles from Charleston, South Carolina. His love for the children and interest in their improvement amount to an enthusiasm. A school was opened there for a week, and after its discontinuance children came two or three days from a distance of seven miles, hoping to find the teacher to receive them.

Without her dinner.—"I was much touched by hearing the other day the story of a little girl who is discovered to have repeatedly gone without her dinner, in order that she might pay her school tax. She is one of the 'mudderless,' and her grandmother who cares for her is very poor. She had no money for little Mary and a little brother; scarcely enough to buy their hominy. But they were so grieved at not being able to pay their tax that she at last told them they might choose between the money and the dinner ; they chose the money. When the teacher asked her if she was not hungry, and how she got along without dinner, she said, 'O, we don't mind, for we go to bed soon, and then we forget all about it.' Little Mary Brown (for this is her name) is only ten years old."

We give an abstract of the work at the end of June :

"Notwithstanding great changes in the schools, there has been a steady and very commendable progress on the part of the pupils."

Schools in Charleston.—"As showing what has been accomplished in schools kept with system, I quote from the statements of the principals of two of the large schools in this city as follows :

Saxton school.—"Mr. F. L. Cardozo, principal of the Saxton school, makes the following report:

"Whole number of pupils enrolled during the term, 1,000; largest number at any one time, 848; smallest number at any one time, 800.

Color and condition.—"About one-half of the pupils are pure African. One-half are free-born. I find no difference in the capacity of freemen and freedmen; indeed, the difference between them would not be known if it were not for the more advanced condition of the former, on account of previous advantages.

Reading.—"We selected 30 of our best readers at the beginning of this term and put them in the Fifth Reader out of the Fourth. Before the close of the term we were enabled to increase this number to 50. There were 75 pupils in the Fourth Reader at the beginning of the term; the number increased to 100. At the commencement of the term there were 250 pupils in the Third Reader, and at the close there were 300. There were about 100 pupils advanced from the First to the Second Reader during the term, and as many from the Primer to the First Reader.

Arithmetic.—"The most satisfactory progress has been made in this difficult branch. The first class of boys, who began common fractions at the beginning of the term, have thoroughly mastered that portion, and advanced to compound proportion. We have scholars studying at all stages, from notation and numeration up to proportion; two boys are in compound proportion; ten boys and ten girls in denominate fractions; fifteen boys and fifteen girls in denominate numbers; twenty boys and thirty girls in common fractions, and about four hundred pupils in notation, numeration, and the elementary rules.

Writing.—"We have 400 pupils writing in books, about 200 of whom began this term. Their progress has been encouraging, 200 having advanced from the first to the third of the series, and 200 from the third to the sixth.

Geography.—"Through the want of maps and globes, we have been retarded somewhat in this study; still, every map of countries in Europe, Asia, Africa, and North and South America has been thoroughly mastered by different classes. Ten pupils are in the largest geography of Monteith's series, and 290 in the next largest, and 200 in the second of the series.

Grammar.—"Some attention has been given to the elementary parts of grammar. About fifty pupils understand the parts of speech, and the component parts of a simple sentence. The progress in this difficult study has been slow, as might have been expected, though indicative of final success."

"Mr. Cardozo's school is supported by the American Missionary Association, and numbers among its pupils children of the most intelligent and cultivated colored parents in this State. It has been kept during the past term under great disadvantages, the building in which it was held being entirely unsuited to the purpose. Notwithstanding this the school reflects great credit upon all parties. It may be said that there is such a large proportion of free-born children of mixed blood in this school, that it does not show what the ignorant children of slaves are capable of doing. If any such doubt exist, I think the following statements, taken from the report of the Morris street school, Mr. Arthur Sumner, principal, in this city, will remove them:

Morris street school.—"Whole number of names enrolled during the term, 1,150; largest number of members at any one time, 844; smallest, 745.

"Of the 745 pupils of all grades who were members at the end of June, 550 entered in September. Thus it appears that 400 left during the term; and of the entire number enrolled, (1,150,) less than one-half have been with me the whole ten months. The loss is chiefly in the lower classes. As the scholars advance they become more interested in their studies, and, therefore, more permanent and regular in their attendance.

Color and former condition.—"About one-half of the pupils are of unmixed

African blood. One-tenth are free-born. In the highest classes the proportion of free-born is one-fifth; and it is an interesting fact that among the most distinguished scholars in these classes, those who were formerly slaves rank equally well with those who were free and had received some instruction before and during the war. The jewel and pride of the school is a perfectly black girl sixteen years of age.

Progress in reading.—"Of the seventy-one pupils now in the National Fourth Reader, only eight were in that book before the beginning of the term; thirty had been through the Third book before the term; twenty-nine began the Third Reader at the term; four were promoted from Second Reader during the term.

"When the schools were opened in March, 1865, twenty-two of these Fourth Reader children knew nothing; twenty-five were in Primer; sixteen in First Reader; six in Second Reader. One little girl nine years old, who was in the Primer a year ago last February, can read at first sight, with very few mistakes, any piece in the Fourth Reader.

"Of the 172 pupils in the Third Reader, thirteen commenced the book at the beginning of the term, and have been through it several times; 159 were in the Second Reader, some on the first page, while others had been through it more than once; seventy-three of the Third Readers have been twice through the book. Of those now in the Second Reader, there were, when they first entered in the present term, forty-two who were in the Second Reader; seventeen of these are now ready for the Third; 118 were in the First Reader; of these, thirty-four were at the beginning of the First Reader, and are now ready for the Third; twenty-nine were in the Primer; one of them, a girl of eight years of age, is ready for the Third Reader; twenty-eight were in the alphabet, and are now in the last part of the book. A large number of the Second Reader scholars have been through the book twice. This grade of schools contains a great many very young children, some of whom, only eight or nine years old, have within two years prepared themselves to go into a Third Reader class.

"Of those now reading in the First Reader, 13 were in the Primer when they first entered; they are now ready for the Second Reader. Six who entered in March did not know their letters; 43 who were in the alphabet when they entered have gone twice through the book; 67 who entered in March have passed from the alphabet nearly to the end of the book. Of the 72 now in the Primer, almost all have been in the school but a few months, and did not at first know their letters. There are 13 still in the alphabet.

Arithmetic.—"In the two advanced classes already spoken of, all but a very few of the scholars can perform with quickness and accuracy the most difficult examples that can be put upon the board in addition, multiplication, and subtraction, and the greater number the same in long division. One of these two classes has made astonishing progress in mental arithmetic. The scholars follow oral combinations of double or single columns in addition or subtraction, interspersed with multiplication and division, given out with extraordinary rapidity; and their answers are immediate and sure. The other class is not so brilliant in mental arithmetic, but is equal to it in accurate and rapid ciphering. The greater number of those in the Second and Third Reader classes can perform on the board examples in addition, subtraction, and multiplication. Great attention has been paid to mental arithmetic, and in all except the lowest classes, the scholars can perform, without figures, easy examples in the rudimentary principles.

Writing.—"230 scholars are writing on slates; 439 in copy-books. About 138 pupils can read and write letters, many of them very prettily. About 100, more or less, of those now using slates, can write words and their own names clearly and handsomely.

Geography.—"There are about 118 scholars studying geography; 58 of these began about two months ago, and, of course, have not gone far. In the two

advanced classes now studying geography, there are 20 who have passed a very close and critical examination in the topography and physical features of America and Europe, and especially of the United States.'

"This school is supported mainly by the New England Branch Freedmen's Union Commission, and, considering the point from which these children started, will compare favorably with any northern public school."

We have inserted the full account of these two Charleston schools as giving with exact detail the ability to learn of all the different classes of colored children when they have the usual advantages.

School-houses.—There are twenty-three school-houses in the State which have been built by the colored people, with the aid of northern societies and this bureau; these are favorably located in all parts of the State.

"A large school-house capable of accommodating 800 pupils is now in course of construction at Columbia, and will be ready for opening on the 1st of October.

Normal school.—"A building for a normal school is just about to be commenced in this city, (Charleston.) This building is to accommodate 400 pupils, and it is expected that it will be ready early in the fall.

"The above buildings will accommodate, in the aggregate, 4,000 pupils; and the colored people have contributed about \$5,000 of their cost; while those of this city have been, during all this time, taxed for the support of the public schools.

Support by colored people.—"The colored people have contributed towards the support of teachers in schools of all kinds \$12,200. This, added to \$5,000 given by them toward the erection of school buildings, will make the sum of \$17,200 contributed by them for school purposes during the past year.

Evidences of progress.—"There are other evidences of progress which figures cannot represent, but which are no less important than the facts already referred to. In 1865 I found but one white man of social position in South Carolina who admitted either the possibility or desirability of educating the colored children. To-day I question whether a man can be found in the State who, whatever his private convictions may be, is not publicly in favor of educating them. The applications that come from all parts of the State, and from all classes of the community, for aid in establishing schools for the freed children, are conclusive on this point.

"One or two instances in the country towns are known where the offer has been made on the part of white citizens to help support these schools, if they would accept native teachers, though with the admission that they would not be as efficient as those under the control of northern teachers."

Political teachings.—The superintendent says: "In the present state of society in the south, any tuition which does not include some information upon the character and condition of our whole country, will fail of producing what is most needed, an intelligent and loyal population. But the statement that politics, in a partisan sense, are taught in the schools, is without foundation in fact.

Self-support.—"Under the advice and direction of this bureau the people will be able to establish many schools during the coming year; and these schools can be made very efficient without becoming a tax upon the bureau, or upon the benevolence of the north.

Results.—"It is estimated that there are twenty-five thousand men and women in South Carolina to-day who can read a newspaper with a fair understanding of its contents, who two years ago did not know the alphabet.

"I know of no language too strong to use in expressing the extent and power of the influence for good which flows out from these schools. The effect upon the children, upon the parents, and upon the community generally, has been such as to make the blindest see that education, while blessing the colored people themselves, will bless the whole community.

Help from government.—"We have been able thus far to reach but a com-

paratively small portion of the uneducated classes. There is a growing conviction among the people favorable to the introduction by the United States government of a general system of education for this State. Without this all efforts for the permanent reconstruction of society here must necessarily, to a great extent, prove futile. Ignorance stands to-day as the most serious obstacle in the way of a complete and righteous reconstruction of the southern States; and unless the counteracting influence of intelligence, and the independent spirit which grows out of intelligence, are cultivated among the laboring classes, there can be no security for the future."

South Carolina gives the following statistical returns:

Semi-annual school report for the State of South Carolina, for the six months ending June 30, 1867.

Day schools.....	89	Average attendance.....	7,289
Night schools.....	1	Pupils paying tuition.....	44
	90	White pupils.....	22
Schools sustained by freedmen....	11	Always present.....	4,890
Schools sustained in part by freedmen.....	27	Always punctual.....	4,934
Teachers transported by bureau during the last six months.....	5	Over sixteen years of age.....	1,129
School buildings furnished by bureau.....	23	In alphabet.....	2,250
Teachers, white.....	114	Spell and read easy lessons.....	3,835
colored.....	50	Advanced readers.....	4,193
	164	Geography.....	1,950
Pupils enrolled in day and night schools, male.....	4,463	Arithmetic.....	5,934
female.....	5,187	Higher branches.....	374
	9,650	Writing.....	5,902
Pupils enrolled last report.....	7,912	Needle-work.....	456
		Free before the war.....	675
		Sabbath schools.....	62
		Pupils in Sabbath schools.....	4,433

Number of schools graded, 40; number of grades, 3.

Number of day or night schools not reported, 70; whole number of pupils (estimated) in all such schools, 7,000; number of teachers, white, 25; colored, 45; total, 70.

Number of Sabbath schools not reported, 80; whole number of pupils (estimated) in all such schools, 8,000; number of teachers, white, 50; colored, 150; total, 200.

Whole amount of tuition paid by freedmen during the last six months, \$8,000.

Whole amount of expenses for the above schools by the bureau for the last six months, (reported only in part,) \$1,783 21.

Grand total of expenses for the last six months for support of above schools by all parties, \$51,000.

REUBEN TOMLINSON,
State Superintendent of Education.

GEORGIA.

The local interest in freedmen's schools in Georgia, previously alluded to, is on the increase. While the northern associations are earnestly at work, the loyal population of both colors are organizing for a vigorous effort. Their plans appear well conceived, and we hope will be executed with perseverance and energy.

Educational convention.—A convention of the friends of education was recently held at Macon, largely attended by the best men of the State, irrespective of color. Here the Georgia Educational Association was heartily indorsed, and a large and influential committee appointed to extend its operations.

Resolutions.—The convention passed a series of excellent resolutions, among which were the following:

"Whereas it is understood that the Georgia Educational Association does now, and will hereafter, labor exclusively in the cause of education, ignoring all other matters: Therefore,

“Resolved, That the State board of education of the Georgia Educational Association be requested to appoint as many men as it may deem advisable, upon the broad basis of competency and not color, to lecture and give instruction and encouragement to the people in establishing day and Sunday schools.

“Resolved, That we do advise all who desire to establish schools, to organize educational associations, on the plan of the Georgia Educational Association, and co-operate with the bureau superintendent of education, Northern Freedmen’s Aid societies, and all other parties who are, willing to assist us in the moral and mental culture of our race.

“Resolved, That a free school system is the great need of our State, and that we will do all in our power by voice and vote to secure the adoption of such a system.

“Resolved, That the members of this convention do but express the sentiments of their several constituencies in awarding unbounded praise to the several colored teachers among us, who, by their unyielding and persevering zeal, combating the many influences brought to bear against them, involving much personal sacrifice, have done so much to educate and elevate our people; and that this convention do heartily indorse and commend their efforts, and claim it as the indispensable duty of this body to give some expression of their indebtedness to, and also to give some assurance of its determination to foster and support, all of said teachers who are known to be competent, soliciting aid both at home and abroad for their liberal support.”

These resolutions bear upon very important points, and this association is worthy of all encouragement. Such zeal and courage as the above sentiments exhibit are destined to succeed.

Inspection.—The schools in Georgia, as in all the States, need more frequent inspection. Defects cannot be fully remedied, nor the proper stimulants effectively applied, without personal observation by those who have these schools in charge. Department superintendents should each make frequent tours through all their field; and we take occasion to note with highest satisfaction that the inspectors of this bureau, sent out mainly for other purposes, are of late giving special attention to the educational work.

Brevet Brigadier General Sewall, acting inspector general, reports that in a tour through Georgia he “has everywhere visited the schools, and found a great degree of interest manifested by the freedmen on the subject of education. At Atlanta the schools are in excellent condition, the best he has visited in the South.

“At Marietta there is a school with an average attendance of ninety pupils, in charge of a female teacher. It is kept in a church poorly adapted to school purposes. The classes appeared well. There are one hundred and fifty children here, who should be in school; and they would be if there were suitable accommodations.

“At Rome there is one school with an average attendance of one hundred. It has a colored male teacher. The scholars have not made as much progress as is desired. It is held in a church with no windows. More scholars could be had if facilities were afforded.

“At Dalton no school has been held until recently. There is one at Red Clay, with twenty-two scholars; one at Deep Valley, with thirty scholars, and one at Cartersville, with twenty-eight scholars. These are not free schools, but are supported by tuition. The teachers are all colored.

“There is a good school at Americus; one just commenced at Cuthbert, and one at Dawson, which is not very successful.

“The State superintendent of schools has not visited these localities, and has too little personal knowledge of the educational wants of the upper portion of the State.”

The adjutant general of this bureau, Colonel A. P. Ketchum, in a recent

tour, deserves our thanks for the attention he gave to schools in Georgia, as well as in other States visited. He reports the need of more thorough superintendence and frequent inspection.

The statistical returns from Georgia for March gave larger figures than we had before received, viz :

Schools.....	150
Teachers, white 113 ; colored 45, total.....	158
Pupils in day schools.....	10,263
Industrial and Sabbath schools.....	7,249

"The amount of tuition paid by freedmen during the quarter was \$7,224. They own thirty-six of the school buildings ; fifty-eight of the schools being supported wholly by the freedmen, besides forty-one sustained by them in part."

The superintendent in his May report made a very favorable comparison of the progress of the schools from the beginning to the end of the term :

Number of schools in October, 1866.....	48
Number of teachers in October, 1866.....	63
Number of pupils in October, 1866.....	2,755
Number of schools in May, 1867.....	232
Number of teachers in May, 1867.....	235
Number of pupils in May, 1867.....	13,263

"These figures show that in seven months there was an increase of 184 schools, 98 teachers, and 5,416 pupils. The apparent anomaly of a greater increase of schools than of teachers, is explained by the fact that many teachers are engaged in both day and night schools.

"In October there were schools in only 20 counties. In May there were schools in 93 counties.

"BUREAU SCHOOLS.

Number of schools sustained by bureau.....	44
Number of teachers paid by bureau.....	50
Number of pupils in such schools.....	3,093

"SCHOOLS BY FREEDMEN.

Number of schools sustained by freedmen.....	104
Number of teachers paid by freedmen.....	104
Number of pupils in such schools.....	3,045

"In addition to these there were 45 schools sustained in part by freedmen.

"SCHOOLS BY NORTHERN SOCIETIES.

Number of schools.....	84
Number of teachers.....	78
Number of pupils.....	7,125
Number of Sunday schools.....	103
Number of pupils.....	12,172

"Of the teachers employed, 147 were white, and 88 colored ; 64 of them were residents of northern States, and 171 of Georgia.

Monthly expenses.—"The total monthly expense of the schools was \$10,500. Of this amount, the colored people paid \$3,500 ; the bureau \$1,925 ; and northern societies, \$5,075.

"There were 41 graded schools of three grades each.

"The schools were generally in a good condition. Some were equal in everything to any schools of the same grades in the country. Many were compara-

tively quite inefficient, having poor teachers; but they were as good, perhaps, as could be established with the means at hand.

Public sentiment.—"This has undergone a most wonderful change in regard to the education of the colored race within the last five months.

"At the beginning of the current school year, scarcely any white persons could be found who were willing to '*disgrace*' themselves by '*teaching niggers*;' but as times grew hard, and money and bread scarce, applications for employment became so numerous that I was obliged to prepare a printed letter with which to answer them. Lawyers, physicians, editors, ministers, and all classes of white people applied for employment; and while a few by their letters evinced only tolerable qualifications—none of them first class—a vast majority were unable to write grammatically, or spell the most simple and common words in our language correctly. Not a few appeared to think that '*anybody can teach niggers*.'

Desire to learn.—"The desire of the colored people to learn appears to undergo no abatement; and every available means by which they can be aided in obtaining knowledge is most eagerly improved. Many of those who labor upon plantations are learning from each other, and are taught by members of their employers' families; while in the cities, children are teaching their parents; and in those ways, tens of thousands who cannot enjoy the benefits of regular schools are receiving at least sufficient instruction to enable them to read and write."

Opposition.—"Rev. Wm. J. White, agent of the bureau, met with some opposition, and a little verbal abuse; but not more, perhaps, than one well acquainted with the sentiments of the whites should expect.

"In one place he reports that a white citizen offered to make a gift to the colored people of ground upon which to build a school-house, but upon the condition that no 'Yankee' should have anything to do with it!

"A few similar offers have been made in other places, some with and some without such conditions. In taking a full retrospect of the field, we can see that the change which has been wrought within the past year is truly wonderful, and more thorough than the most sanguine have hoped for or expected."

The assistant commissioner, Colonel C. C. Sibley, indorses the educational work warmly, and urges forward all important measures.

His testimony is, that the interest in the subject of schools is unabated, and indications are very promising for the future. He says "the plan of the Georgia Educational Association works well. A board of education was appointed, composed of officers of the bureau, agents of the northern associations, and leading colored men, to push the work with renewed energy.

"The opposition to the education of the freedmen is disappearing, and the work has not been materially interfered with, except in the burning of the school-house at Jonesboro', Fayette county, by unknown incendiaries."

Brigadier General R. Saxton, whose interest in the freedmen is well known, and who, now on duty at Atlanta, is taking careful note of all our educational efforts, says in a recent letter: "The work to be done now is to educate the people. Free schools for all should be built on every hillside. The government could well afford to expend many millions to send teachers throughout the south, and in very few years the expenditure, principal and interest, would be returned to the treasury. Here, in upper Georgia, has been the scene of some of the stirring events of the great war for freedom. The hills and valleys for miles are dotted with the intrenchments of contending armies, and the mark of ruin is everywhere; but nature delays not in her work of reconstruction; the grass grows green and the flowers are blooming over the waste places. The people, too, have shown an enterprise in building up the ruins, which argues well for the future. When they cease to mourn for the 'lost cause,' and are just to the negro and faithful to freedom, our work here will be ended, and not until then."

The statistics of the State are as follows :

Semi-annual school report for the State of Georgia, for the term ending June 30, 1867.

Day schools.....	191	Pupils enrolled last report.....	6,311
Night schools.....	45	Average attendance.....	10,231
	236	Pupils paying tuition.....	3,437
Schools sustained by freedmen	107	White pupils.....	66
Schools sustained in part by freed-		Always present.....	5,387
men.....	45	Always punctual.....	5,391
Teachers transported by bureau dur-		Over sixteen years of age.....	1,824
ing the last six months.....	151	In alphabet.....	2,600
School buildings owned by freed-		Spell and read easy lessons.....	8,987
men.....	39	Advanced readers.....	2,318
School buildings furnished by bu-		Geography.....	1,854
reau.....	8	Arithmetic.....	2,810
Teachers, white.....	148	Higher branches.....	139
colored.....	91	Writing.....	3,020
	239	Needle-work.....	195
Pupils enrolled in day and		Free before the war.....	135
night schools, male.....	6,033	Sabbath schools.....	103
female.....	7,448	Pupils in Sabbath schools.....	12,172
	13,481		

Number of schools graded, 49; number of grades, 3.

Industrial schools, 4; whole number of pupils in all, 126; kind of work done, sewing.

Whole amount of tuition paid by freedmen during the last six months, \$17,224.

Whole amount of expenses for the above schools by the bureau for the last six months, (reported only in part,) \$8,744 91.

Grand total of expenses for the last six months for support of above schools by all parties, \$51,096 91.

G. L. EBERHART,

State Superintendent of Education.

FLORIDA.

The report of Brigadier General John F. Sprague, assistant commissioner in Florida, dated January 31, 1867, stated that "schools were attended to and progressing most satisfactorily.

Character of the children.—"The aptitude of the children in reading and spelling is remarkable. Cleanliness and comfortable clothing are very striking among all ages. Many children, not seven years of age, are able to read the Bible. In three schools in Tallahassee which I visited, comprising 180 scholars of both sexes, from the age of four years to seventeen, but one child was without good, comfortable shoes and stockings.

Character of parents.—"The parents of these children have improved in condition and habits of industry, and take much pride in seeing their families neatly clad. The parents are inclined to learn to read, and derive instruction from their children.

State action.—"The State continues to act in good faith in regard to the education of the freedmen, and the resident white population are becoming more and more interested in the subject."

The sub-assistant commissioner, in his report, says, that the governor of Florida will allow to be paid by the State the sum of three dollars per quarter for every scholar of indigent parents unable to pay the tuition. Some southern families have interested themselves in teaching the freedmen's children upon their plantations, with good results.

Colored teachers.—Major J. A. Remley communicates the following interesting facts of colored teachers:

"Michael Rutter, John Lee, John C. Simpson, and Samuel J. Boyd, freed-

men, are now teaching on the different plantations throughout the country. They all appear to be intelligent men, of good address, and sufficiently advanced in education to teach the freedmen in the first or primary grades.

"A freedman, named John Hamilton, is now teaching on the plantation of Dr. D. A. Vogt, five miles from this place. He has not yet made a formal report. I hope that all encouragement possible will be extended to these men by the bureau.

"On Sunday, the 14th of the month, a Sunday school for freedmen was inaugurated by the Rev. Mr. Clouts, the presiding elder of the Methodist Episcopal church of this circuit, with the Rev. Mr. Rast, a local preacher of the same denomination, for superintendent. They commenced with sixty-two scholars, and are now in successful operation. The school is held in the Methodist Episcopal church, and now numbers one hundred and fifty.

"After a recent lecture to the freedmen of Ocala, three hundred and seventy dollars were subscribed by the freedmen to erect a church and school-house for their use. Mr. E. J. Harris, one of the oldest and most respectable white citizens of the town, kindly donated a lot on which to build it.

Long Swamp.—"A school was opened recently by a colored man in the freedmen's church on Long Swamp, about eight miles from this town. He exhibited a list containing the names of sixty-five scholars. He appears to be a man of considerable intelligence and character—was engaged during last summer in South Carolina in the capacity of a teacher. The vicinity of Long Swamp contains a large population of freedmen, and the school will no doubt be permanent.

Prejudices.—"The prejudices existing in this community against the education of the freedmen are rapidly wearing away, and will no doubt before long be completely eradicated. The white people begin to see the necessity of educating them, and appreciate the fact that it will not only be beneficial to the freed people, but to the whole community. Notwithstanding this, I believe it would be impossible at present to procure any competent white teachers from among the old resident or native population of the county. Teachers will, therefore, have to be obtained from the north, or the education of the freedmen committed to persons of their own color.

Plantation and night schools.—"I am fully satisfied that, if encouragement were given to the plantation schools, it would lead to good results. If properly superintended they would be less expensive than any other mode of education. I would, therefore, respectfully recommend that all suitable aid be extended to them by the bureau. The educational interests of the *adult* freedmen will be best furthered by night schools, since they are usually engaged at their labor during the day."

Another correspondent says:

"There are private or plantation schools upon the plantations of Mr. James, Messrs. Barnes & Co., Messrs. Jones & Knapp, taught by northern teachers, and one upon the plantation of Dr. Stringfellow, taught by a colored man. Many other planters would have schools organized upon their plantations, if colored teachers could be procured.

Adult freed people.—"Teaching of adult freed people will, I am satisfied, of necessity be mainly conducted upon plantations. The colored people are too poor as a class to expend the time to attend public schools. In fact, any general system of education for the body of freed people in this State must be mainly carried on through plantation schools. The freedmen are too much isolated for any other system. Schools ranging from 30 to 50, and in some cases 75 scholars, can thus be formed and be made to prosper. The more intelligent planters are already moving in this matter, and in a few years many such schools will be established.

"Public opinion in regard to the education of freed people is fast becoming remoulded."

Normal school.—The normal school, in charge of Rev. Dr. Scull, at Midway, to which we alluded in our last report, has commenced, but its condition at present is quite elementary. Some extracts from a recent letter of the doctor's will indicate the very laudable work in which he is engaged:

“MIDWAY, FLORIDA, *June*, 1867.

“DEAR SIR: Of my promise to you, made some ten months ago, I have not been unmindful.

“On my school roll I have the names of one hundred and twenty-two pupils. Of these at least ninety are regular in their daily attendance at school.

“The improvement of the children is satisfactory. As soon as I can procure the books, I will organize classes in geography and arithmetic; two pupils are studying arithmetic.

“My school is free. Thus far it has not cost the poor negro anything.

“The freedmen's condition here is rather better than in many other places; yet even in this vicinage in many cases it is pitiable. The white man will, if he can, take advantage of him. This disgrace may be qualified, yet of the masses of the people it will hold good. The negro is at sea and his boat is rudderless. At times his best friends he mistrusts; and then again, thoughtlessly, he throws himself, of his own accord, into the jaws of the devourer. Our waters are troubled, and will not presently settle themselves.

“I trust, dear sir, that the real friends of the poor African may realize their most sanguine expectations of him.

“Sincerely yours,

“W. D. SCULL.”

The recently appointed superintendent, C. Thurston Chase, esq., sums up the work in Florida as follows:

Two classes of schools.—“There appear to be two classes of schools in this State:

“1st. Those established and sustained under the auspices of northern benevolent associations.

“2d. Those established by individuals, with the hope of receiving aid from the State.

“In the former class there have been engaged fourteen teachers. Their schools have taken rank with the best of their kind in any State. Their labors have been signally blessed in the improvement of their pupils in school learning, in morals, in their social relations, and in all the amenities of life.

“In the latter class are a number of persons of color, who having been educated in the north, have come to the State and started schools for their own race. Their schools have been highly creditable to them, and deserve a cordial support. Beyond these, and comprising nearly or quite half the entire number engaged in teaching, is a class of freed persons who had acquired a little learning in their bondage. Without questioning their zeal or desire to elevate their race, it must be manifest that their qualifications only enable them to impart the rudiments of learning, and these in many cases but very imperfectly. They can read, spell, and write a little. Their pupils can do as much, and need teachers of higher qualifications.

Buildings.—“During the last fiscal year repairs have been made by the bureau upon a number of churches and other buildings, to adapt them temporarily to school purposes. As the buildings available for such uses have been usually old gin-houses, out-buildings or negro quarters, built of logs and standing on private grounds, the improvements on them have necessarily been limited.

What is needed.—“1st. A large number of district school-houses.

“2d. Well qualified teachers.

"3d. In the larger towns, 'graded schools,' having in each a normal class which shall be a 'preparatory teachers' class.'

"4th. A normal school, fitting the more advanced pupils for the profession of teaching.

Details of the general plan.—"1st. At any point where there are children enough permanently residing to form a school, organize the grown people into a school society, which society shall select several of the most competent men to act as trustees and managers of their local affairs.

"2d. When a suitable site shall be provided at such point, furnish the materials for the school-house. The people in the country will generally do most of the work. All buildings to be erected according to plans recommended by the superintendent of education, and approved by the assistant commissioner.

"3d. Repair government buildings where they can be made available.

"4th. In the establishment of a normal school, apply, as a fund for library and apparatus, the unexpended portion of the refugees and freedmen's fund in the possession of this bureau, and use as much from the construction fund as may be necessary for the erection of a good normal school building.

"Definite plans and specifications are being prepared for school-houses of different sizes and requirements, and specially adapted to the wants of the different localities and to this latitude, always having regard to the later improvements in seating, ventilation, black-boards, recitation-rooms, separate ante-rooms, yards, &c., for boys and girls, with whatever may be valuable to the present school, or as future models in the construction of others around them, that may reasonably be included within the means to be expended.

"Initiatory steps have already been taken at a number of the larger as well as lesser points, and it is believed that active operations will be immediately commenced, so that a score or more of new school-houses will be ready for the opening of autumn schools."

The details of this "general plan" contain some important suggestions which we should like to see carried out in Florida. More ample accommodations and better system would thus be given; and that want of efficiency and of high standard in the schools of the State, which has in the past been so noticeable, would be superseded. The better class of teachers contemplated are very desirable. The favorable public sentiment noticed is hailed, as in every State, with great pleasure. It is one of the best possible omens for the freedmen. Mr. Chase says: "This sentiment, as applied to colored schools, is a plant of recent germination. It exists and is increasing. If suitably protected from angry and violent prejudice until it has hardened into solid wood, with the future guard of the freedman's ballot, it will take care of itself."

The fact of the freedmen's interest in education is ever appearing under new forms. Old men and women are students, and children are leading them. One boy near Tallahassee, but thirteen years of age, is teaching, at night, a dozen or more grown persons, at fifty cents per month, and has already deposited a portion of his earnings in the savings bank.

A plan is given for starting a new school, which is very good, embodying the views of this bureau, and which we should rejoice to see acted upon in every destitute place.

How to get up a school.—"When a school is wanted in a village or neighborhood, let the people organize themselves into a school society. They may then get a school-house, as well as a school, by taking hold with energy.

"They should go to work in this way:

"1st. Call a public meeting of all persons interested, without distinction of race, color, or former condition, and let the notice be widely circulated beforehand.

"2d. Secure good speakers, so as to have the object of the meeting and the benefits to be derived ably set forth; also, what the people should do, and what the bureau may do to aid them.

"3d. What will be expected of the people is this: After organizing their society they should secure, by gift or purchase, the perfect title to a lot of land of not less than one acre, to be held by the board of trustees for school purposes. They should next secure good pledges of labor and money enough to provide for all the work required in the erection of the building, fences, grading the lot, &c.

"4th. The bureau makes no pledges in advance in any case. The assistant commissioner has some funds to use in the erection of school-houses, and desires to spend the money so as to extend the greatest good to the greatest number. He will generally endeavor to supply all the lumber, nails, &c., needed for the construction of the building.

"5th. No funds will be expended on private estates, nor on property of doubtful title. The land must be held by the trustees, as before stated; and the title be perfect in them. Evidence of this must accompany each application to secure attention at headquarters.

"Every application must stand upon its own merits, and will be acted upon according to its deserts and the ability of the bureau to aid at the time. The people should understand distinctly that the bureau is only acting as a friend to help them make the start in the right direction. They must rely upon themselves for everything they can. In making applications the following terms, in addition to the above, must be complied with.

"6th. The lot for a school-house should be centrally located, so as to accommodate those who should attend. It must be in a pleasant, quiet, retired, dry, (not dusty,) airy and healthy situation. Shade and ornamental trees and shrubbery must be planted from to time in and around the school lot. Especially must privies be provided in separate yards, for boys and girls, not less than one hundred feet distant from the school-house. Also, a well or cistern on the lot, unless there is good water near by to which access may be had. The ability of the people to support a teacher, wholly or in part, and to provide books, should be stated.

"Applications should be forwarded through the sub-assistant commissioners or special agents of districts to headquarters."

The facts of the State in tabular form are as follows :

Semi-annual school report for the State of Florida, for the term ending June 30, 1867.

Day schools.....	34	Pupils enrolled last report.....	1,637
Night schools.....	22	Average attendance.....	1,515
	56	Pupils paying tuition.....	759
Schools sustained by freedmen....	10	White pupils.....	5
Schools sustained in part by freedmen.....	23	Always present.....	1,251
Teachers transported by bureau during the last six months.....	53	Always punctual.....	1,177
School buildings owned by freedmen.....	11	Over sixteen years of age.....	165
School buildings furnished by bureau.....	6	In alphabet.....	348
Teachers, white.....	30	Spell and read easy lessons.....	877
colored.....	19	Advanced readers.....	352
	49	Geography.....	178
Pupils enrolled in day and night schools, male.....	878	Arithmetic.....	401
females.....	1,000	Higher branches.....	16
	1,878	Writing.....	552
		Needle-work.....	94
		Free before the war.....	23
		Sabbath schools.....	29
		Pupils in Sabbath schools.....	1,814

Number of schools graded, 6; number of grades, 4.

Number of day or night schools not reported, 15; whole number of pupils (estimated) in all such schools, 350; number of teachers, white, 2; colored, 13; total, 15.

Number of Sabbath schools not reported, 1; whole number of pupils (estimated) in such school, 127; number of teachers, white, 10; colored, 5; total, 15.

Industrial schools, 1; whole number of pupils, 35; kind of work done, plain sewing.

Whole amount of tuition paid by freedmen during the last six months, \$304.

Whole amount of expenses for the above schools by the bureau for the last six months, (reported only in part,) \$12 50.

Grand total of expenses for the last six months for support of above schools by all parties, \$576 50.

C. THURSTON CHASE,
State Superintendent of Education.

ALABAMA.

The monthly report for the State of Alabama, dated March 15, 1867, gave: Day schools, 68; night schools, 27; total, 95.

White teachers, 75; colored teachers, 20; total, 95.

Pupils, 5,352. Average daily attendance, 4,217.

New schools.—"There were opened during the month 19 day schools and 8 night schools; total, 27. Increase of pupils during the month, 1,364; increase of teachers, 21.

Schools by bureau.—"Thirty-eight day schools and 19 night schools, with 49 teachers, were supported exclusively by the bureau.

Schools of benevolent societies.—"These societies have had 21 day schools and 7 night schools; total 28. Teachers 36; aggregate of pupils, 2,157.

"Ten private schools were reported, with an aggregate of 443 pupils.

"Pupils in night schools were not included in the above aggregate.

"Twenty-seven school buildings are owned by the freedmen, and the same number are furnished by the bureau."

The report concluded as follows:

"Plantation schools are springing up in many localities, the pupils in which would very considerably increase the number in the State; but as these are not regularly reported, they are not embraced in the returns of the superintendent.

Purchase of school sites.—"Considerable progress has been made during the month, on the part of the freedmen, in purchasing lots and erecting thereon comfortable school-houses. Several such buildings have been commenced and will soon be completed. This effort on their part to establish permanent schools for their children not only aids materially in extending our present work, but is a sure ground of hope that hereafter, when the aid of government and the charities of the benevolent shall cease, the people will go forward patiently and successfully, laboring for a good system of common schools."

This State will, undoubtedly, be among the first to establish a system of public schools for all its population. The freedmen will earnestly co-operate in any such movement.

Free school.—A recent letter from an eminent gentleman says: "It is the earnest desire of the freedmen here to secure for themselves the benefit of provisions made by the government in their behalf. This letter is written in compliance with their request, and also in concurrence with the cordial wishes of their former owners. Its object is to entreat that the proper authorities will authorize the opening of a free school for colored children, under such regulations and with such emoluments to the instructor as have been prescribed by the Freedmen's Bureau. There are several gentlemen in the community, possessing the confidence of the colored people, who would be willing to assume the charge of such a school, and who are fully qualified."

Our general inspector, writing lately from Huntsville, Alabama, says:

"I find that the whole number of freed children who have attended school during the past year, within the district of which Brevet Brigadier General

John B. Callis is the sub-assistant commissioner, is 1,000; while the number in Huntsville alone is 606. General Callis has expended in payment of teachers for the past year \$800; and for rent and repair of school-houses for the same time \$1,100. The freedmen themselves have paid very little for tuition, either in this city or other parts of this district, during the past year.

"I find two schools now in session in this place, one taught in the Methodist church, (colored,) numbering 50 scholars, with a daily average attendance of 35. The other taught in the Baptist church, (colored,) numbering 56 scholars, with a daily average attendance of 45. The teachers of these schools are colored men, and not in any way qualified for this work. These men are in earnest, but their zeal is not according to wisdom. The teacher of the school in the Baptist church charges one dollar per month for each pupil; while the teacher of the other charges from one dollar to one dollar and fifty cents. I find the parents slow in paying for the schooling of their children. Here as elsewhere this is owing to hard circumstances rather than a want of disposition on their part. The schools now in session have received no aid from the bureau.

"There are here two large and well conducted Sabbath schools for freedmen. The number of children and adults attending each Sabbath is about 400.

"There is here no apparent opposition on the part of the former slaveholders to the education of the freedmen, and there is a reasonable amount of determination among the freedmen to avail themselves of every opportunity for improvement.

Public address.—"Yesterday I had the opportunity of addressing a very large and attentive audience of white and colored persons in this city, and did not fail to impress upon them, and especially the freedmen, the importance and necessity of throwing off at once all the bad practices of slave life, and beginning the cultivation of sobriety, moderation, and good order in their new relations of freedom."

Such addresses are needed in all parts of the south. Wherever given by a judicious agent, they greatly aid our educational work; though the freedmen of this State are not as far advanced as in some other parts of the south, yet their rapid progress is making strong impression on every observing mind.

General Pope, of the third military district, including Alabama, testifies that "the marvellous progress made in education and knowledge by these people, aided by the noble charitable contributions of northern societies and individuals, finds no parallel in the history of mankind. If continued, (and if continued it must be by the same agencies,) and the masses of the white people exhibit the same indisposition to be educated that they now do, five years will have transferred intelligence and education, so far as the masses are concerned, to the colored people of this district."

The superintendent reports "a gain in attendance, during the six months, of one hundred and seven schools, seventy-six teachers, and five thousand eight hundred and eleven pupils.

Impulse to all classes.—"The effort to educate the colored people of the State has given an impulse to education among all classes. Its effect has been to turn the attention of the whites to their system of common schools, fast going to decay; and this, in turn, has resulted in a more liberal and wise course of legislation regarding the educational interests of the freedmen.

Southern teachers.—"No difficulty is now experienced in getting competent southern persons who are willing to teach colored schools. Among those already employed are graduates of the State University, and men who have been county superintendents of education.

Sabbath schools.—"The system of Sabbath school instruction inaugurated throughout the State among the freedmen is one of the fruits of our day schools. These have gone before and opened the way; and to this day, our teachers

alone are giving religious instruction to eight thousand children from Sabbath to Sabbath.

Temperance.—"Through the teachers the cause of temperance has been presented to parents and pupils. Separate societies have been organized, and these have become so numerous that we are now prepared to effect a State organization.

Distribution of Scriptures.—"Our teachers have been the willing and ready agents through whom five thousand Testaments and Psalms have been distributed to colored children. As fast as our pupils learn to read, a Testament is put into their hands, and oftentimes taken by them to their homes, where it is the only portion of the word of God in the household.

"The colored people seem to appreciate as highly as ever the privileges brought within their reach. Parents exhibit no letting down of effort, and there is no abatement in the zeal of pupils. The correct use made of these means is a gratifying fact, and the freedmen fully repay the government for its generous assistance by their unquestioned loyalty. This State presents the following table of statistics :

Semi-annual school report for the State of Alabama, for the term ending June 30, 1867.

Day schools.....	122		Pupils enrolled last report.....	3,639
Night schools.....	53		Average attendance.....	8,123
		175	Pupils paying tuition.....	1,112
Schools sustained by freedmen	8		White pupils.....	23
Schools sustained in part by freedmen	25		Always present.....	7,700
Teachers transported by bureau during the last six months.....	122		Always punctual.....	7,750
School buildings owned by freedmen.....	27		Over sixteen years of age.....	1,178
School buildings furnished by bureau.....	38		In alphabet.....	3,390
Teachers, white.....	126		Spell and read easy lessons.....	4,385
colored.....	24		Advanced readers.....	2,314
		150	Geography.....	1,782
Pupils enrolled in day and night schools, male.....	4,373		Arithmetic.....	2,888
female.....	5,426		Higher branches.....	813
		9,799	Writing.....	3,447
			Needle-work.....	—
			Free before the war.....	84
			Sabbath schools.....	96
			Pupils in Sabbath schools.....	8,140

Number of schools graded, 7; number of grades, 4.

Whole amount of tuition paid by freedmen during the last six months, \$1,542.

Grand total of expenses for the last six months for support of above schools by all parties, (reported only in part,) \$8,235.

Number of high or normal schools, 4; number of pupils in all, 220.

C. W. BUCKLEY,
State Superintendent of Education.

MISSISSIPPI.

Although much remains to be done in this State, yet there has been an improvement in the educational work since the last report. The number of pupils in attendance at the schools has more than doubled.

A new superintendent, Captain H. R. Pease, has been appointed, a gentleman of ability, formerly superintendent of schools in Louisiana. We have confidence that by his tact and energy the whole system of education in Mississippi will receive a new impulse, having hereafter a more thorough organization and a largely increased attendance.

School-house burned.—Brigadier General A. C. Gillem, assistant commissioner reports the following facts :

"The freedmen's school-house at Columbus was recently destroyed by fire. This building was capable of accommodating four hundred pupils, and its loss cannot easily be overestimated. Assistance will be required from the government before it will be possible to re-establish this school on its former basis. The teachers are preparing to reopen the school in the building they have heretofore occupied as quarters ; but one-half of the pupils cannot be accommodated. The circumstances attending the burning of this building have undergone an investigation by a committee of citizens, and from the testimony taken, the sub-commissioner has little doubt that it was the work of some evil disposed person, and not the effect of accident.

District of Grenada.—"The schools in this district are well sustained, and are fast overcoming the strong prejudices which formerly existed against the education of the freed people. The latter are doing much towards supporting the schools, and with one or two years of good crops will need no pecuniary assistance.

District of Natchez.—"The schools are doing well, and their number is increasing."

District of Pass Christian.—"There is but one school in this district, and owing to the scarcity of competent teachers it is impossible to conduct schools efficiently. The education of colored children is earnestly desired by the intelligent white citizens, and in all directions the prejudice that once existed against it is rapidly dying away.

District of Vicksburg.—"The schools in this district are being conducted with the greatest success."

In conclusion the General says :

"A number of gentlemen have expressed their desire to have schools on their plantations ; but lack of means deters them, and the freedmen are too poor to take the matter in hand.

"Many of the planters have made application for teachers, and are willing to furnish the necessary buildings for schools. I am convinced that all prejudice against the education of the freed people will soon disappear."

With this increase of popular favor, and the willingness of the freedmen to meet expenses, large results will follow. We cannot believe that any school-house will again be wantonly destroyed in Mississippi.

Captain Pease has commenced his work vigorously. "In May," he says, "I visited the schools established in Vicksburg, Natchez, and vicinity. They are all taught by a very competent corps of teachers—laboring under many difficulties, however, such as poor and inconvenient buildings, want of suitable books, and irregular attendance.

Natchez.—"I formed a school association in the city of Natchez, and petitioned the city authorities for assistance in erecting a suitable building. The mayor of the city assured me that he would give the matter his hearty co-operation. I delivered an address there to about three thousand freedmen, upon the subject of education, and it evidently produced a desirable effect.

"The freedmen are very much interested in the subject of schools throughout the State. Constant applications come for teachers and assistance from the bureau, to enable them to erect buildings for school and religious purposes. The freedmen generally are utterly unable to contribute material aid in building houses, or supporting teachers. This state of things will continue until they realize something from their present crops.

"Great difficulty will be experienced in procuring teachers for the interior of the State. Out of sixty counties, there are only twenty-seven that have schools at present.

Want of funds.—"The different benevolent and religious societies will, of

necessity, contract their work here next year, for want of funds ; so that, with all, it appears a little discouraging ; still, I shall make all the efforts in my power to bring up the schools in this State so as to compare favorably with other States. My plan will be to employ colored teachers, on the plantations, as far as I can procure them. I have already made arrangements with parties at the north and west to send me colored teachers as fast as I can obtain situations for them.

"A thorough inspection of the schools throughout the State will be made ; I shall visit those counties where no schools have as yet been organized, and endeavor to start the work among them."

Again, in June, he says : "I could establish fifty schools in the interior of the State on the plantations, if I had the teachers. It will be utterly impossible to procure white teachers on account of the pay. No one of these schools are able to pay enough to enable the instructor to live. I am constantly receiving applications for assistance."

Here it is seen that the chief reason for low school privileges for the freedmen in Mississippi is want of funds and of teachers. In no field can the work possibly flourish without these indispensable requisites.

The general inspector of schools, John M. Langsten, esq., reports from Jackson as follows :

"The school for freed people in this place I find in good order and well conducted. The school numbers 150 scholars, with a daily average attendance of 80. The scholars are mainly boys and girls of a younger class ; there are, however, some twenty young women in this school, all doing well.

"There is to be another school for the freed people commenced in Jackson, on the second Monday of July. This school, like the former, is to be a pay school. The tuition in both is fifty cents per month for each pupil. This charge is reasonable ; better than to make the school entirely free.

"The *Friends* have done a good work here which the colored people can never forget, and God will certainly bless them."

From Natchez Mr. Langston reports six schools, three of which are taught by private individuals upon their own account.

"In all these there are enrolled 419 scholars. They are not well graded, but in the main are conducted with a goodly degree of efficiency.

School buildings.—"With regard to buildings, there is in this city, as in all other parts of the State where I have been, a great need of school-houses. There is not one good school building here. No provision is made by law for buildings in this State for school purposes, for any part of the people, white or black.

"The white people here are very kindly disposed toward the colored men ; and I believe that by little effort, wisely directed, the better class of them might be induced to do something towards aiding the colored people in building a large and convenient school-house. I shall call the attention of the superintendent of schools for freedmen in this State to the subject.

Sabbath schools.—"I take pleasure in saying that I find among the colored people here three Sabbath schools, with a regular attendance of 500 scholars. The largest is conducted by the teachers of the American Missionary Association.

Commendable efforts.—"The colored people of this city and vicinity, in all respects, are, to the measure of their knowledge and ability, making commendable efforts to educate themselves and their children. The spirit and purpose that seem to pervade and influence them with regard to education certainly augur much in the right direction."

At a later date from Meridian, he says : "I have to-day made a thorough inspection of the educational condition of freedmen. I find here a school numbering 181 pupils, with an average daily attendance of 153. Although not graded, the pupils are making commendable progress in their studies. I observe a

great deficiency in maps, charts, black-boards, and other apparatus. These should be furnished.

"There is no school-house in this city for freed children. The school is held in the Methodist church building, but it is not large enough to accommodate even the children now attending, to say nothing of the 500 children of the freed people who ought, and would attend, if they had a suitable house and additional teachers.

"The freedmen here, and many white men who are well disposed towards their former slaves, are willing to do what they can towards erecting a good school building.

Southern patrons.—"In this connection, I mention with pleasure the name of Mr. L. A. Ragsdale, a wealthy and influential white gentleman, who has given the freedmen here not only sites for both the Methodist and Baptist churches, but a beautiful site for their school-house.

"Six miles from here, on the Mobile and Ohio railroad, there is a school conducted by a white lady upon her individual account, at a monthly charge of \$1 tuition per month for each pupil, and numbering 90 pupils. The freed people in the neighborhood of this school speak highly of the teacher.

Orphan Asylum.—"The orphan asylum at Lauderdale is in good order; but at present there is no school in session at the asylum. I am assured, however, that it will be opened very soon.

Assistance needed.—"A gentleman residing in the town of Brandon, Rankin county, informs me that they have had no school during the past year for freed children. A white lady from the north taught there three months during the winter of 1865-'66, and was then compelled to close her school because the whites refused to board her; nor would they rent her a room for school purposes. Within the last year the colored people of Brandon have resolved to purchase grounds and erect a school-house for themselves. They have already contracted for one-half acre of ground, for which they are to pay \$50; also for building materials. They have raised \$84 towards completing the sum of \$500 required to meet the cost of building the house (the dimensions of which are to be 35 by 50 feet) and to pay for the lot. I would earnestly recommend that an appropriation be made from the bureau to aid in this work, for there are, as I am informed, 200 freed children at Brandon who to-day ought to be in school and under the training of competent teachers. I am assured that the colored men will, to the full extent of their ability, do their duty in this matter. Were it not for their extreme poverty they would perform all this work themselves, without asking assistance from any quarter.

"I am to speak to the people here this evening on the following topic: 'The negro in his new relations.' In my speech I shall bring to bear every consideration to induce the freedmen to use all the means in their power to erect a large and commodious school-house in this place.

Southern teachers.—"There are three schools for freedmen in Canton. One is a school organized four months ago by a white gentleman of this State, a Baptist minister, of fine reputation and broad influence, by the name of T. J. Drane.

"This school, the first one commenced in this section of the county, has now enrolled the names of 125 pupils, with a daily average of 95. To-day I visited and inspected this school, and although I found the house but a shell, without comfortable seats and writing desks, destitute of maps or charts, and, indeed, all the apparatus needed in a school, yet the children are making rapid progress in their studies. Their recitations in reading, geography, history, arithmetic, and spelling were especially satisfactory. The school, commenced under the severest opposition, has already grown to be a moral power in this community. The white people are conceding that the freed children ought to and will be educated.

"The second school is taught by a southern man, who entered upon the work of teaching for the purpose, as he says, of making a living. He informed me that his pupils have done remarkably for the two months they have been attending his school.

"The third school is taught by a white woman of the south, without native or acquired ability; and if report does her justice, she is quite unfit to teach a school.

"Of the freedmen of this place I would report that they are among the most intelligent, industrious, and sober that I have found in this State. Nearly all of them seem to be in earnest in their purpose to educate their children; eschew whiskey-drinking and tobacco-chewing, husband their little incomes, and elevate themselves upon the basis of a dignified, manly character.

Rapid change.—"The feelings of the white people of this region are undergoing a thorough and rapid change with regard to educating the freedman. In proof of this I need only mention the fact, that since I reached this place I have had the honor of addressing two fine audiences, composed in large part of white persons, resident of this city, and never was I honored with more respect, or my utterances apparently more thoroughly approved."

Columbus.—"I find here no indisposition on the part of the white people to have the freedmen educated. They have already given about one thousand dollars to build a school-house for them in place of the one burned some months ago in this city."

The inspector, in his final report, makes some valuable general remarks, which will be read with interest:

Public sentiment.—"The public sentiment in Mississippi, with regard to the education of the freedmen, has within the last six months undergone a very thorough, indeed a radical, change. The freedmen themselves appreciate now more thoroughly the importance and the necessity of educating their children, and, as far as practicable, themselves; while the ex-slaveholder, either from considerations of humanity and kind feeling, or to gain the friendship and vote of his former slave, apparently earnestly favors the establishment of the school on the plantation, in the village, and the city. In proof of this statement I would adduce the fact that schools are being established by their consent and agency in almost every part of the State."

Education cared for.—"I talked with no leading influential white man in Mississippi, whatever may have been his views with regard to the late rebellion and the abolition of slavery, who did not express the opinion, apparently with full earnestness, that the freedmen ought to be educated. Several expressed the opinion that they are to be, in future as in the past, the laborers of the south; and if they would secure the development of its highest industrial resources, the education of the freedmen must be thoroughly cared for.

Growth.—"The manner in which the schools already established are growing in numbers and influence is fully illustrated by the following figures:

"In October, 1866, the American Missionary Association opened its school in the State with seven hundred and fifty scholars. In May, 1867, this number had increased to seventeen hundred, with an average attendance of fourteen hundred during the same month. In April of the same year, there was an average attendance of fourteen hundred and sixty.

Private schools.—"In addition to the schools organized and conducted by the benevolent associations, I found quite a number of schools taught by individuals, generally colored persons, who represent no association, and who neither make reports to nor receive any pecuniary assistance from the bureau. The number of children attending these schools is quite large. Adding this number to those reported to the bureau, it is safe to conclude that the children of the freedmen now reached by the schools already established are not less than five thousand."

Aid by the freedmen.—"Thus far the freedmen of this State have not done much pecuniarily toward supporting their schools and furnishing their children suitable school books. Some have not been able to do anything; others to do only a very little, while another class have done nothing even when able. The incoming crops will relieve the former classes. It is to be hoped that the latter will come very soon to a full appreciation of its duty and obligation in this matter."

Grade and classification.—"Some of the schools of the freedmen of Mississippi are tolerably well graded and classified. The most of them, however, are not graded. Of the former I may mention the freedmen's normal school of Vicksburg, conducted under the auspices of the United Presbyterian Board of Missions. There are employed in it from eight to twelve teachers, with a superintendent. The number of pupils enrolled has been four hundred and fifty, and the average attendance about four hundred. In its normal class there have been from twenty to forty scholars.

Teachers.—"Of most of the persons engaged as teachers among the freedmen of Mississippi I cannot speak too highly. Many of them should be numbered among the most competent, all things considered; the majority have shown themselves very efficient and successful.

Sabbath schools.—"I had the privilege of visiting many Sabbath schools, and found them well conducted; the children, for the most part, neatly clad, well-behaved, prompt and accurate in the recitation of their lessons. The number of adults attending these Sabbath schools, according to my observation, is quite too small. It would be well were this otherwise.

Mississippi a promising field of labor.—"Before closing I would call attention to the gratifying fact that this State is one of the most inviting fields of labor connected with your vast work for the elevation of the freedmen. All classes of the people, white and colored, received and treated me in the most kind and cordial manner. Whether in the great gathering in grove or hall, in conversations on the corners of the streets, in railroad cars, or in the parlor, my utterances, with regard to the legal condition of the freedman, his rights, his duties, his education, and his elevation, were heard with patience and apparently sincere approbation. And whenever I spoke on these subjects it was with boldness, tempered with discretion, I trust, abating in no particular one jot or tittle of a full demand for the freedmen of all those rights and privileges pertaining to a just enfranchisement and thorough education. At none of these meetings was I or any other person, in anywise, disturbed by undignified look even, or word or act, on the part of a single person.

Freedmen begin to buy homes.—"It is my duty to mention here the fact that there are among the freedmen of this State many sober-minded, industrious, and thrifty persons, who are already turning their attention to the purchase of small homes for themselves and their families. Many such are in the neighborhood of Canton, in the county of Madison, and about Columbus, not to mention other places. Indeed, the largest bale of cotton ever made in the State was one made last year by Mr. Tied Nelms, a colored man, who owns a small but very valuable plantation, about one mile from Holly Springs. This bale of cotton weighed 725 pounds. Thus prosperity begins already to reward the endeavors of these 'dark-hued' laborers, so recently given their freedom.

General intelligence.—"In every community in this State there is to be found among the freedmen a goodly degree of general intelligence. Many of them read the newspapers and exhibit a remarkably accurate and comprehensive understanding of the subjects now commanding the attention of the American people. Let these freedmen but gain an intelligent knowledge of their rights and duties, and their elevation is sure."

Nothing need be added to this clear and full account of our work in Mississippi.

The tabular statement is as follows:

Semi-annual school report for the State of Mississippi, for the six months ending June 30, 1867.

Day schools.....	46		Pupils enrolled last report.....	2, 199
Night schools.....	20		Average attendance.....	3, 549
		66	Pupils paying tuition.....	1, 566
Schools sustained by freedmen....	3		White pupils.....	2
Schools sustained in part by freedmen.....		48	Always present.....	2, 120
Teachers transported by bureau during the last six months.....		66	Always punctual.....	1, 885
School buildings owned by freedmen.....		14	Over sixteen years of age.....	754
School buildings furnished by bureau.....		14	In alphabet.....	353
Teachers, white.....	73		Spell and read easy lessons.....	2, 333
colored.....	9		Advanced readers.....	2, 032
		82	Geography.....	992
Pupils enrolled in day and night schools, male.....	2, 183		Arithmetic.....	1, 926
female.....	2, 514		Higher branches.....	126
		4 697	Writing.....	1, 926
			Needle-work.....	86
			Free before the war.....	49
			Sabbath schools.....	38
			Pupils in Sabbath schools.....	3, 687

Number of schools graded, 13; number of grades, 3.

Number of day or night schools not reported, 14; whole number of pupils (estimated) in all such schools, 1,011; number of teachers, white, 7; colored, 10; total, 17.

Number of Sabbath schools not reported, 5; whole number of pupils (estimated) in all such schools, 479; number of teachers, white, 2; colored, 45; total, 47.

Industrial schools, 2; whole number of pupils in all, 60; kind of work done, sewing, &c

Whole amount of tuition paid by freedmen during the last six months, \$2,020 05.

Whole amount of expenses for the above schools by the bureau for the last six months, (reported only in part,) \$445.

Grand total of expenses for the last six months for support of above schools by all parties, \$7,607 53.

Number of high or normal schools, 1; number of pupils, 468.

H. R. PEASE,
State Superintendent of Education.

DEPARTMENT OF LOUISIANA.

The schools in this State are rapidly recovering from the condition in which they were a year ago. We note great improvement both in character and numbers.

The superintendent, in his February returns, says: "It gives me great pleasure to report an increase of 41 schools, 1,401 pupils, and 31 teachers during the month.

"The freedmen are now generally settled for the year, and are anxious that schools should be opened for the benefit of themselves and children.

Night schools for laborers.—"In addition to the day schools, many of the teachers are opening night schools of two hours' duration, from four to five evenings in the week, for the education of the adult freedmen who are unable to attend the day schools on account of their labors.

"The schools throughout the State are well attended, and the rapid advancement of the pupils is really astonishing."

Teachers.—"There is little difficulty in procuring all the white male and female teachers in this city (New Orleans) that are required. But I have applications for some thirty male and female colored teachers for localities where, for various reasons, it is impossible to secure suitable board accommodations for white teachers. I have used my utmost endeavors to obtain these colored teachers here and from the north, but as yet have found *only one*; and in places

where these teachers are needed, the freedmen, and usually the planters, are very anxious and willing to have the schools established at once. It is very unpleasant to be unable to supply this demand, made especially where the freedmen are ready and willing to support the teacher themselves.

"Of the 154 schools reported, only five are receiving aid from northern associations.

"The bureau is furnishing buildings, and is paying rents and assisting the freedmen to repair or erect school-houses and buildings used for that purpose whenever it is necessary, and the people are unable to do so without assistance.

Feeling of planters.—"A large majority of the planters are opposed to the education of the freedmen; discouraging their paying the 5 per cent. tax for the support of the schools and the required tuition; saying that the government made them free, and now, if it wants them educated, it ought not to be any expense to them. The result of this in the southern portion of the State is, that there are not as many schools this year as last; and unless the freedmen are under the 5 per cent. *contract* but few schools can be maintained. Under the auspices of the bureau nearly all the schools in the southern part of this State are tuition schools.

"Many plantations are worked on shares, and the freedmen being without funds for the support of a teacher, and the planters being unwilling to advance money on the crop, and there being no guarantee by which teachers may rely upon the payment of salary at the end of the year, it is impossible to establish schools.

School clause in contracts.—"Many of the freedmen made it a special clause of their contract this year, that they should have the benefit of schools. But the planter was only willing to have colored teachers employed, thinking that such schools would amount to little or nothing. In this they are mistaken, as many of the most prosperous schools in the State are taught by competent colored teachers.

"Some *private* schools are kept by colored teachers, who are utterly incompetent to advance the pupils further than the a, b, c. I am endeavoring to displace such as fast as it is possible to procure more competent ones, or get board accommodations for white teachers.

Books, charts, &c.—"Books, charts, maps, &c., are very much needed for the use of the schools, and it would be a great advantage if they could be furnished free of charge. Those now provided by the bureau are much worn, as nearly all have been in constant use for two, and some of them for three years.

"The number of pupils in the city schools is increasing gradually, and new schools are being established. Every effort with the means at hand is made for a still greater increase. Buildings are furnished by the bureau wherever a school can be opened that will support the teacher by the sale of tuition tickets.

Five hundred teachers.—"If it were possible that money could be appropriated to the support of teachers, I could employ five hundred at fifty dollars per month, and establish five hundred schools, which would have an average daily attendance of at least fifty pupils each, thus educating more than 25,000 children. At least one-half of these teachers could open night schools for adults, for which they would receive nearly enough to pay their expenses for board.

Tax.—" \$84,000 school tax was paid by the colored population of this State during the year 1866 for the support of the public white schools, which are free for white children *only*; under the presents law of this State they can be of no benefit to the colored race. The colored people themselves are beginning to ask why they should be taxed to educate the white race, besides having to pay from ten to eighteen dollars yearly for each one of their own children attending any of the schools supported under the present system.

Injustice.—"This disparity between taxation and privileges cannot last long.

Leading men in the State are acknowledging its injustice, and legislation, now to be strongly influenced by the freedmen, will soon apply the remedy."

The above general prosperity of the schools continued through the month of March, connected with some new and encouraging indications. The report says:

"Several new schools have been opened in this city, which are well attended, and the colored people are manifesting an increased desire for the education of their children.

"The city authorities have at last given way so far as to pass a resolution to establish four colored schools, one in each district, to be supported by the school tax paid by colored people. The present political status of the freedmen has forced such action.

Effect of suffrage.—"Since the passage of the military bill there is an increased desire among many of the freedmen to improve themselves, that they may be better able to enjoy the right of suffrage, while many of the planters wish to keep them, if possible, in greater ignorance, that their votes may be the more easily controlled, and thus they may become more subservient to the planters in their newly acquired rights of citizenship than before.

"Several new schools could be opened at once if it were possible to secure the services of competent colored teachers. I have the promise of several from the north, and am hoping to establish other schools soon.

Little aid from the north.—"Only four of our schools are at present receiving aid from the north, and that only to a very small amount monthly. All others are entirely supported by the freedmen, with the aid of the bureau.

"Owing to a lack of funds realized from the collection of the five per cent. tax, several bureau schools have been discontinued as such, but are changed to private schools and supported by tuition paid by the pupils.

Dependence on the crops.—"Many of the freedmen throughout the State, working for a share of the crop, are unable to pay tuition, and no tax can be collected, as the planters are unable or unwilling to advance even the amount necessary for the support of a teacher, thus putting it beyond the power of the freedmen to support a school until the end of the year. A few of the planters are paying the teachers monthly, and charging the amount to the freedmen, while others are allowing the teachers to board in their families, and are trusting to a good crop to pay their salaries at the end of the year. Owing to the failure of last year's crop, both the freedmen and planters are in destitute circumstances, and cannot support schools, however willing they may be to do so, until the sale of this year's crop.

"On account of the overflow, all the schools were discontinued in the parish of Point Coupée, and several schools in other parishes."

Bureau schools.—"The schools under the immediate supervision of the Freedmen's Bureau are doing very well. The pupils are learning rapidly and observing good discipline. The teachers are well educated and qualified, having to pass an examination before a position is given them.

"There are some difficulties among the colored people in sending their children; the first and most important one is that a great number of them are unable to pay the tuition fee, and the second is that they are unable to purchase such books as the children need to attend school. If some free schools were established, there would be triple the attendance there now is.

Poor buildings.—"There is another evil, but which can only be remedied at heavy expense. I refer to the buildings in which the schools are held. They are, with but few exceptions, the most miserable hovels in the city, some of them being held in horse stables; and even in these buildings the teachers are subject to insult, and their school-houses are threatened to be burnt over their heads.

"With all these difficulties to contend with, and low wages for labor—sometimes withheld—the colored people of this city deserve great credit for their persevering tenacity and their fixed purpose to educate their children at any cost.

"In the city of New Orleans there are 62 schools, 76 teachers, and 2,713 children in regular attendance."

Later in the term, there was quite an increase in the number of schools, teachers, and pupils, throughout the State, and the freedmen seemed to have a new impetus given them to obtain an education. They insisted on the special clause in contracts with the planters giving schools for their children. Many of the planters were ready to assist in building school-houses, and to encourage the freedmen to improve themselves. Experience has taught that where they have these advantages they are more contented, and give better satisfaction as laborers.

The overflow.—Owing to the extensive overflow, which covered almost the whole western shore of the Mississippi, quite a number of schools have been suspended, closed, or broken up. In several instances temporary buildings were carried off by the flood, and in many localities it was impossible, on account of the waters, for the children to get to school.

Club associations.—The superintendent says: "The freedmen are forming church and club associations for the purpose of raising the amount necessary to pay the salaries of teachers. The right of citizenship having been given to all alike, the colored people are generally making, and, with the assistance of others, are willing and anxious to make, every effort for that advancement in the scale of civilization which will enable them to appreciate and enjoy the great boon of liberty so long denied them.

"Hostility to the schools increases with certain classes, as the colored people are 'getting too smart,' and cannot be entirely controlled, especially in their political relations.

Churches used.—"Quite a number of churches, to be used for school purposes, are either nearly finished or in process of erection, and in most of these a day, night, and Sabbath school will be established. They will be generally well attended and supported."

In reply to circular No. 5, from these headquarters, we have a detailed statement of the number of schools needed in Louisiana in excess of those now in operation. The investigation seems to have been very thorough, giving the exact locality throughout the State where schools are needed; their precise number, and the number of pupils who, now in ignorance, would then be educated. We omit details, and take only the aggregate in the several sub-districts:

Sub-districts.	Schools.	Pupils.
1st sub-district, including the city of New Orleans	456	27,360
2d sub-district	69	4,140
3d sub-district	41	2,460
4th sub-district	67	4,020
5th sub-district	5	300
6th sub-district	34	2,040
7th sub-district	14	840
Total in the State	686	41,160

These schools might all be started without delay, provided teachers and buildings could be had, and the case of these 41,160 destitute children appeals very strongly to those who can supply these means.

It may be added that if these schools were established, the adult freedmen would have night schools for their own benefit, in addition to the day schools for their children, and that, in the country, with but few exceptions, buildings

for these schools could be obtained free of rent. In the cities, however, it would be necessary for the bureau to provide them.

It should be said that, on account of the opposition of planters to the education of the colored people, and the evident danger of personal violence, it would be impossible to establish any schools in several parishes, and but few in some others, as they would not be tolerated except as guarded by United States troops.

Major General Mower, assistant commissioner, confirms our statements that the condition and prospects of the Louisiana schools are improving. Under date July 3, he remarks: "The interest taken by the freedmen is steadily increasing, and they are using all the means at their command to extend the schools throughout the country.

"The action of the city authorities in passing resolutions looking to the establishment of free colored schools has had its effect on the freed people in various ways. In some parts of the State they are unwilling to contribute to the support of schools, thinking the State or United States government will soon provide free schools for them.

"The planters generally are finding it to their advantage to establish schools for the persons employed by them, and if the crops are favorable this present season the cause of education will greatly advance."

The statistics from this State are as follows:

Semi-annual school report for the State of Louisiana for the six months ending June 30, 1867.

Day schools.....	168		Pupils enrolled last report.....	4,969
Night schools.....	78		Average attendance.....	7,483
		246	Pupils paying tuition.....	5,864
Schools sustained by freedmen....	192		White pupils.....	90
Schools sustained in part by freedmen.....	16		Always present.....	6,172
Teachers transported by bureau during the last six months.....	44		Always punctual.....	6,705
School buildings owned by freedmen.....	28		Over sixteen years of age.....	2,361
School buildings furnished by bureau.....	51		In alphabet.....	2,136
Teachers, white.....	118		Spell and read easy lessons.....	3,267
colored.....	107		Advanced readers.....	2,444
		225	Geography.....	1,750
Pupils enrolled in day and night schools, male.....	4,531		Arithmetic.....	2,656
female.....	3,954		Higher branches.....	401
		8,485	Writing.....	3,151
			Needle-work.....	147
			Free before the war.....	937
			Sabbath schools.....	98
			Pupils in Sabbath schools.....	5,296

Number of schools graded, 30; number of grades, 3.

Number of day or night schools not reported, 54; whole number of pupils (estimated) in all such schools, 2,218; number of teachers, white, 24; colored, 45; total, 69.

Number of Sabbath schools not reported, 20; whole number of pupils (estimated) in all such schools, 1,217; number of teachers, white, 11; colored, 87; total, 98.

Industrial schools, 2; whole number of pupils in all, 80; kind of work done, needle-work.

Whole amount of tuition paid by freedmen during the last six months, \$25,733 60.

Whole amount of expenses for the above schools by the bureau for the last six months, (reported only in part,) \$2,641 33.

Grand total of expenses for the last six months for the support of above schools by all parties, \$31,458 57.

Whole number of high or normal schools, 1; number of pupils in all, 173.

FRANK R. CHASE,

Brevet Major V. R. C., State Superintendent of Education.

DEPARTMENT OF TEXAS.

The system of schools in this State is now becoming more perfectly arranged than heretofore. Previous embarrassment will soon be overcome, and arrangements perfected in which it is hoped all can cordially unite.

The American Missionary Association has been doing a good work there with seventeen excellent teachers, a number to be largely increased the coming year. Mr. Allen, their agent, travels extensively through the country preparing places to hold schools, and also finding families to board teachers. The latter is, however, by far the most difficult matter.

Loyal Germans.—Were it not for the loyal Germans throughout the State there would be very few places where teachers could board. As it is, in almost any town of importance, at least one such family can be found who will take a Yankee teacher in. In some places, however, teachers have to board at hotels, and submit to very disagreeable treatment.

Outrage.—One of the teachers, a Mrs. Dickinson, from Beloit, went to the small town of Hempstead, and obtained board in a private family, where she was doing very well, when a rebel son came home. On learning a teacher to the freedmen was an inmate of the house, he became very indignant, and going to her room, he ordered her out of the house. She went to a hotel and fared little better.

Tone and temper moderating.—The school inspector writes: "The tone and temper of the people, especially since the passage of the military bill, has been moderating with revolutionary rapidity; and now that the right of suffrage has been gained for the colored people, and all parties are bidding for their votes, the time cannot be far distant when Texas will, of herself, establish a common school system, and provide for the instruction of all classes and castes of her people."

The recently appointed superintendent, Lieutenant J. T. Kirkman, reports very hopeful progress. The enrolled attendance for the month of March in bureau schools, with private and Sabbath schools, was 4,804, teachers 117, schools 93.

Native teachers.—The private schools are mostly taught by those of the colored race who have acquired the elements of reading and writing, and are desirous of imparting to others what they themselves have learned. These native elementary teachers are of great use, for they are content with a scanty support, and penetrate the country where white teachers cannot go.

Each sub-assistant commissioner in Texas is now, by order of General Griffin, the superintendent of freedmen's schools for his district, and will visit and inspect each school within the same at least once a month. This frequent visitation by the local agents of the bureau should be required by each of the State commissioners.

Bureau schools.—In May there were under the appointment and pay of the bureau, 40 white and 11 colored teachers, conducting 42 day schools, 10 night, and 24 Sunday schools, with an enrolled attendance of 5,130 pupils; being an increase over the month preceding of 14 teachers, 13 schools, and 1,181 scholars.

The private schools, including Sabbath schools located mainly on plantations, under the supervision of the bureau, but self-sustaining, swell the aggregate to a total for May of 107 teachers, 130 schools, and 6,737 pupils.

General Griffin is acting with energy. His circular No. 4, March 29, 1867, is calculated to give impetus to the schools throughout the State. Paragraph No. 2 orders the sub-assistant commissioner to "urge upon the freedmen the necessity of obtaining titles to small lots of land for school purposes and the erection thereon of some kind of school building, however rude, and to see that such property is deeded to colored trustees for the purpose intended; and

should the number of freedmen in the town or neighborhood be sufficient to justify the expenditure, to contract (after the freedmen have gone as far towards furnishing the buildings as their means will admit) for its completion.

"In places where there are large numbers of colored children, and their parents have not the means or disposition to commence the erection of a school-house, or, while completing buildings already commenced, the sub-assistant commissioner will rent a school room, and if possible induce the freedmen to place desks and seats therein for the use of the pupils. Should they not do so, however, he will make contracts for school furniture in the manner prescribed by circular No. 3. In contracts for repairs, the renting of school buildings, &c., every regard will be paid to economy.

"He will procure permanent boarding places for teachers, and when all is arranged preparatory to commencing the school, he will make application to the superintendent of schools for a teacher, stating particularly whether a male or female teacher is required, giving reasons why a teacher of the sex he may apply for is necessary.

"On plantations or in places where there is a small number of freedmen, or where schools in the pay of the bureau cannot well be established, the sub-assistant commissioner will exert his influence to have schools started and taught by competent local teachers.

"Great care and attention will be given to the matter of schools, and every effort will be made to establish them, and to protect them after they are established."

There are minor points in this circular which we have not space to copy entire, showing clearness of conception and accuracy of detail in all matters pertaining to the conduct of a good system of schools. When the new corps of teachers arrive in the coming autumn, great success is anticipated.

A practical difficulty in building the requisite number of school-houses is now obviated by the special relief granted by the chief disbursing officer.

General Griffin, in closing his report for June, says:

"Every exertion is being made for the commencement of the ensuing school year, by erection and repair of school buildings."

Two hundred schools.—"If the associations which have done so much for the education of the freedmen can send me one hundred teachers, I can furnish them school-houses, and be able besides to give enough aid with the means then at my command to enable two hundred private schools to be carried through the winter.

"By these means we will be able to reach the 40,000 children, between eight and eighteen years, in day schools, and 50,000 adults by night and Sunday schools.

"The prejudice against colored schools is rapidly giving way. A great increase has been observed in the number of private schools in villages and on plantations. These, of course, owe a part of their success to the encouragement of the whites.

"A very great number of planters, seeing the eagerness of the freedmen for education, have offered to furnish school buildings, and have applied for teachers. At Gonzales, Seguin, Liberty, Marlin, and other places, donations of land on which to erect school-houses have been made by white citizens.

"While such is the improved public sentiment in some of the more advanced parts of the State, in others, where ruffians and desperadoes have control, public opinion is very hostile to any measure for the improvement of the freedmen.

"The personal conduct of the teachers sent here has been unexceptionable, and they have labored for the mental and moral improvement of their pupils with a zeal and devotion I have never seen surpassed."

The statistics from Texas are larger than in our last report, and are as follows :

Semi-annual school report for the State of Texas for the six months ending June 30, 1867.

Day schools.....	44	Pupils enrolled last report.....	1,366
Night schools.....	11	Average attendance.....	2,223
	55	Pupils paying tuition.....	1,577
Schools sustained by freedmen	22	White pupils.....	8
Schools sustained in part by freedmen	44	Always present.....	1,572
Teachers transported by bureau during the last six months	12	Always punctual	1,595
School buildings owned by freedmen	25	Over sixteen years of age.....	458
School buildings furnished by bureau	17	In alphabet	532
Teachers, white.....	45	Spell and read easy lessons.....	1,365
colored	8	Advanced readers.....	1,296
	53	Geography	386
Pupils enrolled in day and night schools, male.....	1,348	Arithmetic	963
female	1,627	Higher branches	57
	2,975	Writing	1,207
		Needle-work	120
		Free before the war.....	14
		Sabbath schools	23
		Pupils in Sabbath schools.....	2,182

Number of schools graded, 3; number of grades, 3.

Number of day or night schools not reported, 47; whole number of pupils (estimated) in all such schools, 1,223; number of teachers, white, 13; colored, 32; total, 45.

Number of Sabbath schools not reported, 17; whole number of pupils (estimated) in all such schools, 880; number of teachers, white, 2; colored, 40; total, 42.

Industrial schools, 2; whole number of pupils in all, 39; kind of work done, sewing and house-work.

Whole amount of tuition paid by freedmen during the last six months, \$2,472 30.

Whole amount of expenses for the above schools by the bureau for the last six months, (reported only, in part,) \$3,969 27.

Grand total of expenses for the last six months for the support of above schools by all parties, \$11,964 78.

Whole number of high or normal schools, 1; number of pupils in all, 65.

J. T. KIRKMAN,

First Lieutenant and State Superintendent of Education.

DEPARTMENT OF ARKANSAS.

We stated in our January report that the superintendent, Mr. William M. Colby, would make a tour to the Red river region, where schools had been earnestly called for.

The following is an extract from his report of that important journey :

"I have visited Washington and Arkadelphia and other neighboring points, with a view to the establishment of schools for freedmen. Being detained one week at Washington, in consequence of high water, the time occupied in the trip extended to the 21st of February.

Sentiments of leading citizens.—"I have the pleasure to state that I find a far more favorable state of feeling among planters of the better class, and among citizens generally, than I had anticipated. At Washington interviews were had with leading citizens of the place, chiefly professional men, all of whom expressed themselves in favor of the education of the freedmen. Their opinions, however, seem mainly from self-interest; some appear to understand the relation of the subject to political economy, and one gentleman of culture and high standing, a teacher in the village academy, viewed the subject from the high ground of Christian duty."

School sites.—"An eligible school-house site, 80 by 198 feet, has been secured at this place, (Galveston,) and paid for by the freedmen; the deed is made to a board of freedmen, in trust for school purposes. A plan for the building will be submitted for approval to the assistant commissioner at an early day.

"At Arkadelphia, a site for a school-house, containing about one-third of an acre, has also been secured and paid for by the freedmen, a clear title to which cannot be obtained for some months. An unfinished log-house stands on the premises. I deem it better to repair this than to erect a new building, while there remains any question with regard to the ground title.

"In addition to the places named, provision has been made for the establishment of several schools in the vicinity of Red river, in the counties of Hamstead, Sevier, and Lafayette."

Application for schools.—Mr. Colby, in the above tour, had applications for schools from the following resident gentlemen and planters:

"Major Henry A. Jones, at Oak Bluff, on Red river, eight miles from Fulton, Hamstead county, the place now occupied by J. D. Smith, esquire, who will share his room and board with a teacher. There is no school-house now on the place, but the freedmen will build one at once under direction of a teacher.

"Major J. B. Burton, on Swan lake, near Fulton; he has church and school-house ready. Major Burton is called an excellent man; is very popular with the freedmen and planters throughout the country.

"Benjamin F. Hawkins, on Carr plantation, three miles west of Richmond, Sevier county. He has on his plantation 60 children; has a house for the school, and will board the teacher.

"Major P. J. Andrews, two miles from Rocky Comfort, on Red river, in the southwest corner of the county of Sevier. There are 30 children on the place, and 100 within one and a half mile. He has a school-house and other conveniences.

"Captain Chayton, on the Cresswell plantation, seven miles west of Richmond. He will board and pay the teacher.

"Judge D. E. Coulter, eight miles from Paraclifter, the county seat of Sevier county. He also has a school-house, and will board the teacher."

We give these details because they show a kindliness of feeling on the part of the planters which had not been supposed to exist.

The general report of the superintendent, for February, was as follows: "The number of schools is 19, with an attendance of 1,087, being an increase since January of three schools and 202 pupils. Eight schools are in operation at Little Rock, five at Pine Bluff, and three at Helena.

"Many of the teachers in the day schools also conduct Sabbath schools, into which are gathered weekly more than 1,000 children and adults for moral and religious instruction and the study of the Scriptures.

"An improvement in the schools is manifest, both in instruction and discipline. The importance of greater regularity and promptness has been persistently urged upon the teachers, and through them upon parents and pupils with good result. Absence and tardiness, however, have been to a great extent occasioned by the poverty and destitution of the people, want of suitable clothing for inclement weather, absence of time-pieces, &c.

"The schools, in most places, are still maintained chiefly by northern benevolent societies. At Helena, laudable efforts have been made during the month to raise a sufficient sum to remunerate their teachers.

New fields.—"New fields have been explored, and strenuous efforts put forth to establish schools in portions of the State heretofore unoccupied. These efforts have been measurably successful. My assistant, Rev. E. K. Miller, has provided for seven schools in addition to those already in operation in Jefferson, Arkansas, and Desha counties.

"As heretofore stated, I find less opposition than has previously existed. Even in the extreme southwestern portion of the State, near the Texan border, some owners of large plantations promise to extend every possible facility to these schools, to furnish room, board the teachers, and guarantee protection."

This last fact indicates very great progress in public opinion in Arkansas.

In March we were informed that schools had been opened, as arranged for, at Arkadelphia and Washington, under favorable auspices; and two teachers had gone forward to open schools in the extreme southwestern part of the State.

Four more schools had been located in Jefferson county, which are to be self-supporting; and though some latent opposition has existed, no actual violence has been used toward any of our teachers or schools.

Want of teachers.—The superintendent says: "After the most strenuous efforts made by this department to plant schools throughout the State, the demand for schools being greater than the supply of teachers, and we begin to receive friendly aid from all good citizens in place of the bitter opposition and hatred heretofore prevailing—our supply of teachers is suddenly stopped. In consequence of the commercial stringency, our best and only source of supply can send us for the present no more laborers."

Mr. Colby says, at a later date: "There is a gain of 443 pupils, and nearly 2,000 children are reported in Sabbath schools, being a gain of over 600. It should be stated that these gains appear large when compared with the meagre gains for March; the latter being due to the inclement weather of that month.

Contributions by freedmen.—"The amount contributed by freedmen, as given in the table, by no means shows the cost of schools to the freedmen, as some of the teachers on plantations are giving them credit until the growing crop is marketed. It may be doubted, too, if the amount contributed by freedmen is fully reported in all cases. It would be strange if it should be, considering the facilities which bad men have for defrauding the colored people, financially and otherwise.

School-houses.—"Work is progressing on school-houses at Little Rock and Helena, the former being contracted for the sum of \$5,300, and the latter for the sum of \$2,480, exclusive of stoves and seating. The house at Washington is being erected for \$2,500, to include seats and stoves. I regard all these contracts as being favorable to the government, if they are carried out in good faith.

"Plans, specifications, and elevations for convenient but economical school buildings at Pine Bluff, Fort Smith, and Batesville have been forwarded for the approval of the assistant commissioner. The sum of one hundred dollars has been granted toward erecting a school-house on Creed Taylor's plantation, Jefferson county—the only instance of an appropriation for building purposes on a plantation—being much less than the rent of building would cost for two years.

"From letters and reports of teachers, reports of agents, and my own observation, I am able to state that the schools are encountering only the usual obstacles incident to a work of this nature among an almost semi-barbarous people, both white and black.

Efforts of bad men.—"Strong efforts seem to be making just now, by designing bad men, to prejudice the freedmen against the educational and general work of the bureau, to divide them in counsel, and to draw them off for selfish, sectarian, or partisan purposes. It is hoped that the good sense which has characterized them during the perilous years of the past will carry them safely through the excitement of the present year.

"Our schools have been so judiciously managed, and teachers have conducted themselves with so much discretion, that even our enemies have been compelled to acknowledge a respect for the freedmen's teachers.

Men, women, and money.—"I expressed in my last report the hope that some plan might be devised by which our work could be extended and vigorously prosecuted—the needed agencies being men, women, and money."

Colonel C. H. Smith, assistant commissioner of Arkansas, communicates the following facts :

"In many places where the most bitter opposition was manifested towards the establishment of schools, they are now receiving the sanction and moral support of the citizens. I regret exceedingly that the supply of teachers is not equal to the demand."

At Osceola, Mississippi county, there are no schools, nor would it be safe to open one on account of the prejudice of the citizens. This is the only instance of the kind reported. The general expression of the agents is, that the schools in this district are in a flourishing condition.

New schools.—"At Fort Smith, Van Buren, Hot Springs, and in the counties of Jefferson, Arkansas, Sevier, and Desha, new schools have been opened. The opening of a school in Sevier county is one of the most favorable symptoms that the people are fast conforming their ideas to the spirit of the times. The agent in this county, Lieutenant H. F. Willis, is deserving of great credit for the energy and ability displayed in the administration of affairs pertaining to the bureau, especially in regard to schools. All the freedmen take great interest in their schools, and, in my opinion, this interest should be liberally fostered."

Major S. N. Clark, special inspector of freedmen's affairs in Arkansas, reports :

"There are no signs of abatement in the wonderful anxiety of the people to learn, but rather, under the spur of their newly granted rights, an increased desire for knowledge is everywhere manifest. The superintendents have rendered the teachers all the aid practicable, and showed a laudable interest in the welfare of the schools.

"Arkansas is not an inviting field for teachers, and associations turn to it rather reluctantly; but nowhere is the demand for educational effort more urgent.

Call for teachers.—"Since January 1, thirty applications have been received for teachers, the majority from planters. The feeling of the white population regarding this matter is now generally favorable, because laborers are difficult to obtain and are therefore able to ask better conditions of employment, the first of which is invariably school facilities for their children. Many schools have thus been established on plantations. With such results it is not best to question the motives of the employers; besides, a few of these earnestly desire the education of their laborers.

Special cases.—"Ex-Senator R. M. Johnson is maturing, unknown even to his family, on account of expected hostility, a plan to open a school for his employes. Mr. Mezill, of Jefferson county, has a flourishing school on his plantation, and is devising means for the opening of others in his neighborhood; his efforts merit the encouragement and assistance of this bureau.

"Altogether I visited fourteen schools. Most of them showed a good degree of improvement, and the teachers were doing as well as possible under the circumstances. In one or two cases the teachers were evidently incompetent."

The aggregate cost of school buildings to be erected by the bureau will be about \$20,000.

Favorable indications—Rev. F. K. Miller, assistant superintendent for Arkansas, states that at Jacksonport the clergymen of the southern churches extended to him the courtesies of the profession, it being the first instance of the kind in the State. He says: "Four miles from Jacksonport I found a planter who desires the honor of inaugurating the system of plantation schools for his section of the country. His name is John Williams. He assured me that all current expenses of school, salary, board, &c., should be borne on his place. He much prefers to have a competent colored teacher, if we can find such an one. There will be at least twenty regular scholars in the day school. Mr. Williams promises to assist in the Sabbath school. If it be possible, he desires his school to commence about the first of June."

Such schools as this, commencing at the time most of the schools are closed, should be encouraged.

The superintendent informs us in May that, "owing to the great overflow of the Arkansas and other rivers, and the consequent interruption of mails in the latter part of the month, several schools remain unreported; but the percentage of attendance to the enrolment is better than last month. The freedmen have paid \$435 tuition against \$297 in April, or 38 cents per scholar on the average attendance.

"Since the collapse in business the aid societies hesitate to assume even the small expense incident to sending teachers to self-supporting fields of labor."

School-houses.—"The contract for building a school-house at Helena has been complied with in good faith, and the building is completed except seating.

"It is expected that the building at Washington will be completed and ready for occupancy early in July. Work is progressing favorably on the Little Rock building, and contracts have been entered into for the erection of a house at Pine Bluff, and also at Batesville."

Best schools in the city.—Speaking of Little Rock, he says: "While these schools are not what they might be if all were under one system and carefully graded, they are nevertheless the best schools in the city, and are, from month to month, receiving more attention from all intelligent and good citizens."

He closes the year with the following statements:

"While no schools have been opened of late, those in operation have continued to prosper. No single school in any part of the State has encountered any open opposition. One school in Arkansas county has been broken up by the flood, the patrons scattered, and the teacher temporarily transferred to Little Rock.

Demand for teachers continued.—"The same demand for teachers that has been repeatedly reported from this office continues, with no prospect of an immediate supply. The agent at Rocky Comfort, Sevier county, writes: 'Applications are continually made to me with the usual inducements of school-house and free accommodations for teachers, besides a salary from the freedmen varying from \$30 to \$40 per month. At present I could employ five teachers on large plantations. If in your power, please send me that number.'"

At present no part of the State, save the Arkansas valley, promises greater encouragement to schools than Sevier county, bordering Texas and the Indian territory.

The receipts for tuition are more than one hundred dollars in excess of the preceding month, being 48 cents for each scholar in attendance at the schools.

Interesting incidents.—"The wonderful manner in which our better laborers—those sent out by the aid societies—overcome prejudice is noticeable. As an illustration: One of these teachers was refused the privilege of stopping at the house of a planter while on her way to open a school, for the alleged reason that he deemed it impossible for a lady to engage in such discreditable work as the education of 'niggers'. In a few months she had so won the confidence of this same man by her judicious conduct and Christian labors, that on being taken violently ill his doors were opened to receive her, and every attention necessary to her comfort given her.

Affection of children.—"One of the teachers in this city, in charge of one of our most interesting schools, had occasion recently to rejoice in the evidence that she had performed her work well. It was the last day of the session. At some childish indiscretion she told the offending little one how deeply she was pained, and under the circumstances it caused her to weep. The offender came to her and begged that she would forgive her, and promised that in the future she would be a good girl. The act was so spontaneous and touching that it affected the whole school deeply. Grief that their teacher was about to leave them, and sorrow that she was pained at the conduct of any scholar,

caused them all to weep together; and then remembering that one of the lessons inculcated by their teacher was to carry all their burdens to their Heavenly Father, one of them requested permission to pray. The request being granted, one after another of the scholars, in simple and touching language, asked forgiveness for all their errors, and for blessings on their teacher so soon to leave them, and, if it was God's will, that she might return to them again.

Swinging their hats.—"A school had been opened in a remote section of the country, and soon after was visited by the assistant superintendent, who collected the people together in the evening and addressed them on their duty to God and each other, the large audience being very attentive and eagerly drinking in every word uttered by the speaker. Taking his departure next morning he passed a field where the hands were at work hoeing cotton. As he passed, they shouted 'Good by! good by! we want you to come back again and tell us more about what we should do!' &c., at the same time swinging their hats and hoes about their heads.

Suggestions—"Very many of our instructors teach books rather than ideas and things. Teaching is often addressed only to the ear that should be addressed both to the ear and the eye. No people can be more easily taught through the medium of the eye than the freedmen; hence the rapidity with which they learn geography, and to read, write, and draw; and hence, too, the great utility of black-boards and maps, with which many of our schools are unsupplied.

"Generally our school sessions are too long, the effect of which is to induce drowsing habits among the pupils. Five hours' school a day, with frequent recesses, are enough in this climate; less would be better.

Support of the State.—"We ought to have the countenance and support of the State, yet I regret to be obliged to report no progress in school legislation here for the freedmen. At the last meeting of the legislature we had some encouragement from members of the same, and from State officers. Two bills were brought forward permitting the freedmen to tax themselves for the support of schools, but nothing was accomplished. We expect much more of the next legislature than was asked of the last one."

The statistics for Arkansas are as follows:

Semi-annual school report for the State of Arkansas for the six months ending June 30, 1867.

Day schools.....	19.		Pupils enrolled last report	744
Night schools.....	5		Average attendance.....	1,125
		24	Pupils paying tuition.....	665
Schools sustained by freedmen	8		White pupils.....	17
Schools sustained in part by freedmen	14		Always present.....	765
Teachers transported by bureau during the last six months	8		Always punctual	724
School buildings owned by freedmen	10		Over sixteen years of age	242
School buildings furnished by bureau	7		In alphabet	204
Teachers, white.....	26		Spell and read easy lessons	847
colored	3		Advanced readers.....	344
		29	Geography.....	247
Pupils enrolled in day and night schools, male.....	679		Arithmetic	555
female	771		Higher branches	88
		1,450	Writing	579
			Needle-work.....	53
			Free before the war	26
			Sabbath schools.....	20
			Pupils in Sabbath schools	2,065

Number of day or night schools not reported, 11; whole number of pupils (estimated) in all such schools, 542; number of teachers, white, 7; colored, 4; total, 11.

Number of Sabbath schools not reported, 12; whole number of pupils (estimated) in all such schools, 600; number of teachers, white, 6; colored, 16; total, 22.

Industrial schools, 3; whole number of pupils in all, 53; kind of work done, sewing and housework.

Whole amount of tuition paid by freedmen during the last six months, \$2,308 20.

Whole amount of expenses for the above schools by the bureau for the last six months, (reported only in part,) \$1,084 95.

Grand total of expenses for the last six months for the support of above schools by all parties, \$6,964 25.

W. M. COLBY,

State Superintendent of Education.

MISSOURI AND KANSAS.

Although the above States are not under the direct supervision of the bureau, yet, as they contain a large colored population, it has been deemed necessary to have correspondence and reports in regard to their education.

Brevet Lieutenant Colonel F. A. Seely, assistant quartermaster for the bureau at St. Louis, has therefore been directed to act as Superintendent of Education for these two States.

His report on a first survey of the field discloses the following facts:

"There have been, during the past four months, fifty schools for colored children open in the State of Missouri. This includes every class of day and night schools, public and private; those supported by the freedmen themselves, by public school boards, and by benevolent societies. Probably not far from a total number of 2,000 pupils have been in attendance."

School laws.—"The law of Missouri concerning the education of colored children, while not quite all that could be desired, is one which does her legislature great credit; and, were the disposition of the people quite up to the action of their representatives, would provide very fully for the gratuitous schooling of at least two-thirds of the children of freedmen. The law, however, is better than the disposition of the school boards to carry it out."

Interior of the State.—"Outside of St. Louis I do not know of a single permanently established public school for colored children in the State. In some few instances, however, the teachers commissioned by benevolent societies receive the benefit of the fund set apart for the use of colored schools.

"In some counties, especially along the lines of railroads, the disposition of the people is reported favorable; and successful schools have been established by the Friends of Iowa, the American Missionary Association and other agencies. In other counties the feeling is very hostile, and the teachers have met with much opposition."

Vile slander.—"At Linnæus, the county seat of Linn county, the opposition has culminated in a most vile slander being circulated, prejudicial to the private character of the teacher. She being a spirited woman, after tracing it to its author, has taken steps to bring him to justice through the courts of the county, with every prospect of success. A lesson in this direction has been needed, and it is to be hoped one will be given, not soon to be forgotten.

"At Troy, Lincoln county, a school-house and church have been burned. It is difficult to comprehend the reason of this hostility, yet it exists, and time alone can correct it.

"The country has reason to congratulate itself, on the whole, that in a State in which slavery so recently existed, so much has been done by the spontaneous action of the people. We, at least, have the education of the colored race provided for by law. How many of the former free States have done as much?"

Illinois.—"As contrasted with the adjoining State, the improvement is striking. In consequence of several applications having been made for aid to colored

schools on the east side of the river, I was led to look into the laws of Illinois to ascertain what provisions they had made for the education of this class, and found they actually made none at all."

LINCOLN INSTITUTE.

"I desire especially to call attention to the Lincoln Institute, located at Jefferson City. This institution had its origin in a voluntary contribution of \$6,325 from the sixty-second and sixty-fifth regiments United States colored troops, and has been incorporated under the general laws of the State. Its object is to help educate the colored people of Missouri, and especially by training of teachers. The above fund now amounts to about \$8,000, \$5,000 of which is contingent on the raising of \$20,000 by July 1, 1867.

Rapid progress.—"This school for freedmen commenced in September with two pupils, and closed June 28th with one hundred and fifty, having had two hundred and fifty pupils during the year. Of the one hundred and fifty members at the close, twenty-five have progressed from easy lessons to advanced readers; seventy-five from entire ignorance to the reading of easy lessons, quite as well as the twenty-five did last year; while fifty who have not attended long are still in the rudiments.

"The trustees have bought three hundred and sixty-five acres of good land, three miles from Jefferson City, on which they intend to erect a good school-house immediately. The land and house exhaust their present resources.

Help wanted.—"In the belief that ultimately the colored race must depend for permanent schools on themselves, and that competent teachers of their own color are imperatively required, I have felt that this institution ought to receive every encouragement that could be rendered it. It is now located in the suburbs of Jefferson City, in a building ill adapted to its requirements, but furnished gratuitously at present by the city school board. It is tolerably well provided with charts, &c., for object teaching, and the pupils are making praiseworthy advancement.

Manual labor proposed.—"It is now in contemplation to secure land with the present fund—an improved farm near the city being offered for sale, well adapted to the purpose—and establish a manual labor school in connection with the normal school. Thus it could at once be made self-supporting. But to establish it on this permanent basis and adapt it to the needs of the colored people of Missouri, help is earnestly solicited.

General results.—"Much has truly been accomplished, and much more will be in another year. Old prejudices are rapidly disappearing; opposition on the part of a large portion of the community has been tempered to acquiescence; on the part of the press, to lukewarmness, its violence, except in a few quarters, having ceased.

"Missouri, with a few gigantic strides, has placed herself in advance of many of her more conservative sisters. What her future may be it is impossible to predict; but under the present generous and enlightened administration it seems impossible to anticipate too much."

Schools in St. Louis.—The following account of a late public school examination of the colored schools in St. Louis shows what progress is making in Missouri:

"Yesterday was an epoch in the history of St. Louis. It is too short a time since the education of the colored race was a crime, for all lovers of humanity to refrain from congratulation over what has been accomplished here.

"It was a great thing when Missouri, not content with striking off the shackles from her slaves, and giving them the liberty to live and breathe and learn as freemen, went further, and by solemn enactment *required* the establishment of free schools for their benefit.

"That school superintendents and school boards should at once overcome

their repugnance, and in obedience to such law immediately undertake the duty it imposed upon them, was hardly to be expected. The law was ahead of popular sentiment.

"It took long urging, patient and persevering labor with those in authority, on the part of the friends of the colored people, (among whom Isaac T. Gibson, agent of the Iowa Friends, was conspicuous,) to bring them up to the sticking point, and get one school established. Two others have since been organized, and in their small, inconvenient apartments several hundred bright-eyed and happy-faced children were yesterday crowded, to show to their friends and the school board the result of their very brief term of study.

"It was not to be expected that much would have been accomplished; yet I am free to say that the one sentiment expressed by all who were present was that of gratification at the skill and fidelity of the teachers, and at the good order and discipline, capacity and progress, displayed by the children.

"Distinguished citizens made it a point to attend this examination. Three of the daily papers had their reporters present, and henceforth the annual examination in the colored schools must be one of the institutions of this city."

An Orphan's Home at Rolla is about to be opened. Two hundred dollars have been appropriated by the bureau. The governor of the State has promised help in procuring land.

Under date of June 15th Colonel Seely writes:

"The duties of a superintendent of education under the bureau for this State are rendered peculiar from the fact that legislation already provides for the establishment of free schools for the colored people.

Local school boards.—"I am of the opinion that my work should be not to attempt the organization or systematization, so to speak, of schools under the patronage of the benevolent foreign agencies, so much as to do what I can in the direction of bringing local school boards up to their duty, thus giving to the freedmen's schools a degree of permanence and utility hardly to be attained under the other system. I look upon these schools merely as a make-shift by which great good is to be accomplished, but which are necessarily far from giving to those for whom they are intended the advantages of a liberal system of common schools. My effort will be, therefore, to procure for all teachers of colored schools a recognition from school boards, to bring their schools under the general system of the State, and procure from them the benefit of the common school fund. When this can be widely accomplished the work of the bureau as regards education will be nearly over.

School fund.—"Owing to an oversight in the legislation, it is possible that the school fund for this year will be deficient to a large amount. If this is so, it will naturally affect the colored schools first, and may call for an increased appropriation for the present year. I am expecting a communication from the State superintendent of education on this subject.

"It will be observed that I have statistics from three public schools in St. Louis. I have reason to believe that the beginning there made is satisfactory to the school board and to the public, and anticipate, after the summer vacation, greatly increased numbers and facilities for instruction. The teachers, at least, are the very best that can be obtained, and the whole enterprise thus far is full of promise."

Most of the schools in the State closed during the month of June; a few will be continued without interruption.

The amount of disbursements for schools during the month was, for transportation, \$37; rents and repairs, \$655 16; total, \$692 16.

Home influence.—"Two things," the superintendent says, "are eminently desirable to be accomplished, in order to perfect as far as possible the education of these freedmen; first, to make the school training and school influence such as to overcome the injurious habits and influences of home; and, second, to edu-

cate, as far as may be, the parents and adult freedmen out of these habits and eradicate these influences.

"We need a system of schools that shall attempt these things, beyond and above the ordinary routine of a common school; and prudent, zealous, and energetic teachers, who will not only instruct in the common branches of education, but who are willing and capable of entering upon a civilizing and refining missionary process.

Soap and towels.—"An illustration of what I would propose for adoption in all schools is to be found in the school at Linnæus in this State. The preceptress has provided at her school apparatus for washing, including soap and towels; she inculcates habits of personal cleanliness by requiring any of her pupils who present themselves in an unwashed condition, to avail themselves of these conveniences before taking their seats.

"If clothing becomes torn, needles and thread are at hand to mend them. Neatness of person and care of clothing are thus insisted upon among all who attend her school.

"Are not habits thus being formed doing quite as much for the refinement and elevation of these children as the knowledge they are acquiring from books? Does not the prejudice against the race primarily arise more from their personal habits than their intellectual condition?

Propriety of language, &c.—"Beyond this, a teacher should insist upon propriety of language and deportment, freedom from all offensive and vulgar habits, and aim, by all means her own tact can suggest, to raise the children under her charge to the highest degree of culture and refinement compatible with the position they now or may occupy.

"The newly organized society, the 'Vanguard of Freedom,' must be a capital auxiliary in this work.

Moral training of parents.—"But after all that well-directed effort may do for the children, it is desirable also to operate directly upon their parents; and for them much may be done through the medium of night schools. The bureau should aid as far as possible in this work, and I am urging their establishment at every opportunity I have.

Prudent advisers.—"More than all things else the freedmen, in assuming their new privileges, need wise and prudent advisers. Too many of those, black and white, who seek to lead them, have purposes of their own to accomplish, and do them harm rather than good. It is not to be wondered at that they so often regard with distrust the most disinterested efforts in their behalf.

Auxiliaries.—"The church, the schools, the newspaper, the savings bank, are all auxiliaries in the work of the freedmen's elevation. They should all be in the hands of judicious and sincere men and women, who have no interest except to accomplish in the best manner the work in hand, that ignorance and prejudice may vanish together."

These remarks are very judicious and timely, and of universal application to all in charge of the education of this people.

KANSAS.

In Kansas, whither large numbers of freedmen have gone, the educational work is exciting deeper interest than ever before. We regret that so meager a report has reached us. This State is destined to take a leading position in all matters pertaining to the rights and privileges of the colored race. There are already in their schools 2,000 colored pupils.

Missouri and Kansas give the following statistics :

Semi-annual school report for the States of Missouri and Kansas, for the six months ending June 30, 1867.

	Missouri.	Kansas.	Total.
Day schools.....	24	10	34
Night schools.....	3	5	8
Schools sustained by freedmen.....	1	.....	1
Schools sustained in part by freedmen.....	15	.....	15
Teachers transported by bureau during last six months..	6	.....	6
School buildings owned by freedmen.....	6	.....	6
School buildings furnished by bureau.....	6	.....	6
Teachers, white.....	32	20	52
colored.....	2	4	6
Pupils enrolled in day and night schools, male.....	890	984	1, 874
female.....	1, 069	1, 016	2, 085
Average attendance.....	1, 218	.....	1, 218
Pupils paying tuition.....	389	.....	389
White pupils.....	6	.....	6
Always present.....	528	.....	528
Always punctual.....	811	.....	811
Over sixteen years of age.....	295	.....	295
In alphabet.....	157	.....	157
Spell and read easy lessons.....	794	.....	794
Advanced readers.....	474	.....	474
Geography.....	323	.....	323
Arithmetic.....	537	.....	537
Higher branches.....	87	.....	87
Writing.....	581	.....	581
Needle-work.....	59	.....	59
Free before the war.....	8	.....	8
Sabbath schools.....	22	.....	22
Pupils in Sabbath schools.....	2, 278	.....	2, 278

Number of schools graded, 1; number of grades, 2.

Number of day or night schools not reported, 28; whole number of pupils (estimated) in all such schools, 800.

Whole amount of expenses for the above schools by the bureau for the last six months, (reported only in part,) \$1,277 96.

Number of high or normal schools, 1; number of pupils, 154.

F. A. SEELY,

Bvt. Lieut. Col. & A. Q. M., State Superintendent of Education.

DEPARTMENT OF TENNESSEE.

The schools in Tennessee are in a good condition, and making rapid progress. Great want of teachers is felt throughout the State. The superintendent of education remarked in connection with his tabular statement for January, that "the aggregate of pupils for the month was 7,519." For February it was 9,001, showing an increase of 1,482. This resulted from the opening of three new schools containing 296 pupils, and from an increased attendance in other schools. This increase was maintained until near the close of the term. He says, "if we can be furnished with teachers, our work can be easily doubled in this State. The new school law, recently passed by the legislature of Tennessee, will not at present supersede the necessity of receiving aid from benevolent associations and the bureau."

Poverty.—The extreme poverty of the people is depressing upon the schools in some of the counties. The superintendent of Nashville sub-district reports

that in Warren county "the state of affairs is not flattering concerning schools and churches, there being none in operation at present, owing to the scarcity of money and the hardness of the times. I have informed them of their chance of getting homes in the west, according to circulars sent me on the subject.

Encouragements.—"No difficulties of importance have occurred between the blacks and the whites during the last month." There is much to encourage us in Tennessee. General Duncan makes the following statements, showing the good condition of the schools, and his own deep interest in them :

"At no time since the establishment of the bureau in this city (Nashville) have the colored schools been so successfully managed as during the last two months. It is the expressed opinion of every person with whom I have conversed upon this subject, that these schools have never equalled their present excellent condition.

"I have given them every assistance I could. I have visited them often, attended the educational meetings of the colored people, and participated in their proceedings. I have also attended meetings held by them upon the subject of reorganizing the freedmen's savings bank of this city, and have also visited the colored Sunday schools. I have always endeavored to impress upon the minds of the colored people that whatever else they do in their efforts to elevate their race, they must be certain that their children receive a good education."

The assistant commissioner, General W. P. Carlin, states that the want of teachers is deeply felt, seriously hindering the cause of education. But he adds : "Everywhere in the State the colored people are fully alive to the importance of educating their children and themselves. Nearly every school contains a class of adult persons, some middle-aged and some older. The night schools are chiefly composed of adults, and such children as have to labor during the day for their support. Within two years at furthest the colored high schools of this State will be able to supply teachers for the common schools.

"The freedmen have contributed \$1,815 to the support of schools during the month, (March,) besides other subscriptions not reported.

Advancement.—"The pupils are constantly advancing in their studies. Their recitations in arithmetic, geography, and grammar will compare favorably with those of any school in the United States. The teachers, so far as I have had an opportunity of witnessing their efforts, are of the first order, both in character and qualifications. This bureau has given aid to every association that sought it, towards establishing schools, repairing and furnishing school-houses, renting, &c., &c.

Public favor.—"Willingness on the part of the planters to have colored children educated is increasing in this State, and it is evident that these schools are approaching the condition of self-support."

The superintendent sends us classified statistics, as usual, on a number of important points. These have great interest, but are too minute to be copied, only in part.

Buildings.—The Fisk school buildings were erected for a military hospital. The American Missionary Association and Western Freedmen's Aid Commission now own the ground on which they stand.

Central Tennessee College is the so-called rebel gun factory, held by the United States, but the title to the same is under litigation.

The Phoenix school-house at Memphis was built for its present use in consequence of the riot.

The Jonesboro' building is the unrestored property of a pardoned rebel, who finds it convenient to let the government hold his house.

School-houses in process of erection.

Location.	Appropriation by the bureau.
Harrison and Greenville, at each place, \$400.....	\$800 00
Mossy Creek and Rogersville, at each place \$300.....	600 00
Kingston.....	175 00
New Market.....	250 00
Hopewell.....	100 00
Dandridge.....	400 00
Cleveland.....	300 00
Knoxville.....	200 00
Maryville.....	50 00
Columbia.....	300 00
Edgefield.....	1,000 00
Total.....	4,175 00

All these houses are to be completed in time for schools in the autumn. The sums appropriated will be paid when the work shall have been inspected and accepted. Different societies have already promised to send teachers next year to most of these locations.

School property held by freedmen.

Location.	Number of buildings.
Nashville.....	6
Memphis, Knoxville, Shelbyville, and Pulaski, (two each).....	8
Gallatin, Maryville, Columbia, Lebanon, (one each).....	4
Smryna, Alexandria, McMinnville, and Bell's Bend, (one each).....	4
Bolivar, Bartlett, James Hill, and Beaver Creek, (one each).....	4
Spring Hill, C. Iron Works, Athens, and Clinton, (one each).....	4
Jackson, Brownsville, National Cemetery, and Eastport, (one each).....	4
Murfreesboro', Louisville, Clarksville, and Tullahoma, (one each).....	4
Somerville, Winchester, Cleveland, and Franklin, (one each).....	4
Pleasant Ridge and La Grange, (one each).....	2
Total.....	44

In all these buildings schools have been taught, and all of them are wholly owned by freedmen.

Numbers of small private schools not reported and not included in this list are held by not very competent colored teachers, in cabins. The freedmen have a strong purpose to acquire school sites, and erect school-houses. With a little aid from the bureau, much can be done in this direction the coming year.

"Nearly all the schools closed for the summer vacation, June 14. They will reopen for next year from the 1st to the 15th of September. The examinations have been highly satisfactory, convincing many, heretofore afflicted with prejudice, that our work is a success. The pupils continued in full attendance to the close of the term. They will return to us on the opening of the next school year.

"There is yet no evidence that either State or city legislation, in Tennessee will actually establish schools for colored children during the next twelve months. The bureau, and all the societies sending teachers to this State, are at work in perfect harmony and with great efficiency. There should be no diminution in these efforts. The rich fruition of the past is a prophecy of grander results for the future."

The superintendent deserves great credit for very complete returns, of which the above is only an abstract.

Brevet Major General Carlin, assistant commissioner, communicates the following information:

"Colored schools are in a flourishing condition throughout the State, but more especially in Nashville, Memphis, and other cities.

Want of interest.—"But few schools have been established in the smaller towns and villages, and very few in the country. The reason is that northern societies cannot send teachers sufficient for the whole population, and the southern people take no interest in the matter. I had hoped that since the enfranchisement of the colored people, self-interest, if not more laudable motive, would induce the State, county, and city authorities to establish schools for colored children; but thus far nothing but resolutions to that end have been adopted, and this only in Nashville, so far as I am informed.

Inspection.—"During the month I directed the superintendent of education to make a tour through East Tennessee, to inspect schools, to procure by gift or purchase lots for school-houses, to see that titles were completed and to provide for the building of at least eight school-buildings.

"He found the colored people industrious and prospering, interested in elevating their condition, and generally a good feeling existing between whites and blacks.

Outrages.—"On the 1st of April a school-house was burnt in the northeast part of Haywood county, by some roughs who had come down from the border counties. Efforts have been made to arrest them, but without success.

"The school-house for colored children at Springhill, Maury county, has been several times stoned by ruffians of the place and vicinity, and the teachers repeatedly and grossly insulted nearly every day, by the same class of people. The details of these insults are too obscene and disgusting to be written. Finally the teachers became so alarmed that they applied for military protection, which was furnished on my application by Brevet Brigadier General T. Duncan, commanding the Nashville sub-district.

Military aid.—"It is here proper to say that the military authorities have always given support and assistance when I have called for it, and the force supplied by Major General Thomas, commanding the department, and General T. Duncan, commanding the Nashville sub-district, has contributed greatly to the protection of freedmen, Union men, and colored schools, and has also stimulated the civil authorities to action, in many cases where none would have been taken voluntarily."

The following are the statistics for Tennessee:

Semi-annual school report for the State of Tennessee, for the six months ending June 30, 1867.

Day schools.....	109		Pupils enrolled last report.....	6,810
Night schools.....	19		Average attendance.....	6,377
		128	Pupils paying tuition.....	1,849
Schools sustained by freedmen....	34		White pupils.....	92
Schools sustained in part by freedmen.....	32		Always present.....	4,619
Teachers transported by bureau during the last six months.....	157		Always punctual.....	4,028
School buildings owned by freedmen.....	38		Over sixteen years of age.....	2,552
School buildings furnished by bureau.....	43		In alphabet.....	1,344
Teachers, white.....	111		Spell and read easy lessons.....	4,501
colored.....	43		Advanced readers.....	3,691
		154	Geography.....	2,095
Pupils enrolled in day and night schools, male.....	4,245		Arithmetic.....	3,308
female.....	5,206		Higher branches.....	557
		9,451	Writing.....	3,306
			Needle-work.....	419
			Free before the war.....	203
			Sabbath schools.....	297
			Pupils in Sabbath schools.....	6,816

Number of schools graded, 48; number of grades, 4.

Industrial schools, 3; whole number of pupils in all, 166; kind of work done, sewing, &c.

Whole amount of tuition paid by freedmen during the last six months, \$7,813 79.

Whole amount of expenses for the above schools by the bureau for the last six months, (reported only in part,) \$5,231 61.

Grand total of expenses for the last six months for support of above schools by all parties, \$40,555 93.

Number of high or normal schools, 3; number of pupils in all, 75.

D. BURT,

State Superintendent of Education.

DEPARTMENT OF KENTUCKY.

The schools in Kentucky, though not having all the advantages of those in some other States, are accomplishing great good among the freedmen. The superintendence is thorough and the missionary associations have furnished excellent teachers.

This bureau has not failed, in any case when it was possible, to render assistance. More than 63 per cent. of the attendance is where the schools are wholly or in part supported by it. The remaining expenses are met by the freedmen, either by subscription or by a small monthly tuition.

Six schools were reported as having been discontinued during the month of February, in various parts of the State, on account of poverty among the freedmen.

It is stated that the bureau system of renting churches of the colored people for school purposes is gradually extending throughout the State, and will add to the attendance 5,000 pupils.

The superintendent, Reverend T. K. Noble, made a full report on the 1st of April, from which we quote:

"There are now 65 day and 9 night schools, employing 91 teachers. The aggregate attendance is 4,643, a gain over the previous month of 232. You will also observe an increase of \$117 40 in the amount of tuition paid by the freedmen, the aggregate for March being \$1,143 65.

"During the month of March I have visited all the principal places in the western part of the State; had interviews with the most influential of the colored men, and have done what I could to show them the importance of educating their children."

Freedmen's poverty.—"The chief difficulty in extending the work of education is the freedmen's poverty. I can get no further aid during the present year from the benevolent societies of the north, and the school fund of the bureau seems inadequate. But the work will be pushed as fast and as far as the funds will allow, and every effort will be made to increase the attendance in schools already established.

"I herewith submit such information as I have been able to obtain in response to circular No. 5, dated Washington, February 20, 1867, copies of which were sent to all the agents of the bureau in the State.

"Kentucky, as you may be aware, is divided into five sub-districts, designated and controlled as follows: Louisville sub-district, comprising 11 counties; Central sub-district, comprising 15 counties, and Lexington sub-district, comprising 53 counties.

"From the Central and Louisville districts no reports have yet been received.

"LEXINGTON SUB-DISTRICT.

Destitution.—"The following places in this district are reported as destitute of schools simply from lack of means to support them. I give also the number of children in each place between the ages of 6 and 21 years: Williamsburg, Bour-

bon county, 35; Centerville, Bourbon county, 31; Sharpsburg, Bath county, 35; Middleton, Bourbon county, 30; Jerome, Estill county, 25; Newport, Campbell county, 35, and Warsaw, Gallatin county, 40. A school of 50 pupils could be organized in Crittenden, Grant county, but the people in that section are so hostile to the education of negroes that soldiers (in the judgment of the agent) would have to guard it. Schools can also be opened in Stamford, Lincoln county, and in Somerset, Pulaski county, and, as there are buildings suitable for school purposes, I recommend that they be rented, and a school started as soon as teachers can be obtained.

"NORTHWESTERN SUB-DISTRICT.

Population scattered.—"Comparatively little has been done in this district, as yet, from the fact that the colored population is so widely scattered. An inspection of the district has shown that there are few places where a school of more than 25 children could be gathered.

"There are but four schools in operation in the entire district. One of these was opened last month, in Columbus. The freedmen, by great sacrifices, erected a school-house 25 by 45, which is rented by the bureau, the rent going to the support of the school. It is taught by two young white ladies, from Ohio, and has an attendance of about 80 pupils, which will soon be increased. Another school will be opened in Smithland next week. I hope, also, to open a school in Hickman, Fulton county. The number of children in this district between the ages of 6 and 21 is not reported."

SOUTHWESTERN SUB-DISTRICT.

Openings for schools.—The chief superintendent reports eighteen places where schools might be established, if the freedmen could receive the requisite assistance, with an aggregate of 795 pupils.

Assistance rendered.—In Sugar Grove, Edmonton, and Franklin, appropriations have already been made to assist the freedmen in erecting school buildings. A school-house has been completed at Bowling Green during the month. A building lot was given by a citizen; a government building, formerly used as a hospital, was purchased, moved upon the lot, properly fitted up, and a school will be opened in a few days.

"In my next report I shall hope to give you the requisite information from the Louisville and Central sub-districts."

It is suggested that superintendents of other States give full answers to circular No. 5. It is very important that all information be communicated to these headquarters in regard not only to the whole amount now done, but as to destitutions, and what can be done to supply them.

Brigadier General John Ely, who has canvassed the State thoroughly, makes a valuable report, in which he says: "The number of schools held in colored churches in various parts of the State, the rent of which is paid by the bureau, for such colored children as are too poor to pay tuition, is 28, with an attendance of 2,350 scholars. The remaining 43 schools, with an attendance of 998 scholars, are supported entirely by the freedmen.

"The total expense for the support of all these schools during the month was \$2,465 50. The freedmen paid \$1,101 75 of this amount, showing a cost of about fifty cents per capita for each scholar taught. The freedmen continue to evince increased interest in the education of their children."

Near the close of the term the superintendent says: "There are now 96 schools in all, 84 of which are day schools and 12 are night schools. Fourteen of these schools are under the immediate care of benevolent societies. The American Missionary and Western Freedmen's Aid Society supports 10 schools;

the Protestant Episcopal Society, 2; Methodist and Baptist associations, 1; Baptist society, 1. These schools have an aggregate attendance of 1,909.

Bureau schools.—"There are now forty-six schools in the State, the teachers of which are paid by this bureau; that is to say, whenever the freedmen own a church or other building suitable for school purposes it is rented with the understanding that the money shall go to the support of the school. The freedmen pledge themselves to pay the teacher's board, and in this way the school is successfully sustained.

"The aggregate attendance in the schools thus aided by the bureau is now 2,641. Four schools have been started in this way during the present month: one in Covington, one at La Grange, one at Bowling Green and one at Madison.

Schools self-supporting.—"The remaining schools are supported wholly by the freedmen; the entire attendance being 997. We expect during the present year to get help in sustaining schools from the State.

"During the month of June there was a gain in the attendance of 274 over any previous month. This is a remarkable fact, as most of our schools fall off in attendance near the end of the term.

"The examinations have been attended by large numbers of colored people, who have gone away greatly delighted by the evident progress of their children.

Methodist conference.—"The examination of the Centre Street school in Louisville occurred during the session of the Methodist State conference. The bishop directed a suspension of the session, that all the members of the conference might be present at the exercises. The examination reflected great credit on the energy and faithful labors of the teachers, and the members of the conference pledged themselves to do all in their power for the establishment of similar schools during the ensuing year within the bounds of their parochial districts."

Border State.—As Kentucky is one of the border States, where this bureau can act but imperfectly, and where special obstacles are encountered, we quote at length from Mr. Noble's report:

HINDRANCES TO THE EDUCATIONAL WORK.

Poverty.—"The freedmen of Kentucky, in their efforts to give their children the rudiments of an education, have had a continuous struggle with poverty. Thrown by the proclamation of emancipation upon their own resources—compelled to assume the responsibilities of freemen, with no previous preparation; without property; hearing on all sides from their old master the prophecy that their race was certain to die off in a few years; pitied by some, sneered at by others; liberally taxed, but allowed no voice in the disposition of their taxes; cheated, hated, assaulted, mobbed—to me it has been a marvel that they have had heart to do anything for the education of their children. Only by great prudence, incessant labor, and a careful saving of every dime, have they been able to supply themselves with the bare necessities of life.

Opposition.—"But poverty and ill treatment have not been the only obstacles which have confronted them. There has been special and most bitter opposition on the part of white citizens to the education of the colored children, and this hostility has done much to dishearten the freedmen, and thwart the efforts of the officers of this bureau in their efforts to organize and sustain schools. These men have persistently and publicly ridiculed the very idea of educating the negro. They have not hesitated to malign and insult those who advocate it. They have threatened to destroy any buildings that might be used for school purposes, and I have no doubt would have carried out their threat but for the presence of United States troops.

Teacher mobbed.—"In one instance they mobbed the teacher, an upright, educated clergyman from the north, and drove him and his family out of town.

Prompt efforts were made to ferret out and bring to punishment the instigators of these outrages; but as it was impossible to identify the parties, nothing could be done.

Small amount of aid.—"The small amount of aid rendered by the benevolent associations of the country is another hindrance to our schools.

"When the work commenced, Kentucky and Tennessee were united and formed into one military district. The headquarters of the assistant commissioner were in Tennessee. He, very naturally, made special efforts to supply the demand under his more immediate observation. The course taken by the citizens of Kentucky has not been such as to make the State an attractive field for teachers of freedmen, and the managers of benevolent organizations have doubtless felt that it was the part of wisdom to make their appropriations where they would be better appreciated. The result has been that while the freedmen of Tennessee have received during the year from these associations an average of more than six thousand dollars a month, the freedmen of Kentucky have received about six hundred per month. As a consequence, the work has been materially crippled. If the freedmen of Kentucky could have received the amount of aid given to most of the other States, I have no doubt the number of schools would have doubled.

Growth of the work.—"In spite of the hindrances above mentioned, the work has grown, and grown rapidly. One year ago the whole number of schools in the State for colored children was seventeen. The aggregate attendance at that time was seven hundred and eighty-one. Now there are reported for the present month ninety-six schools, one hundred and twenty-two teachers, with an attendance of five thousand nine hundred and twenty-one pupils.

"There has also been great improvement in the management of the schools. Incompetent and unfaithful teachers have been removed, and their places filled as far as possible by teachers trained for the work. Prompt and regular attendance has been specially insisted upon. The result has been most gratifying. For the month of May the average attendance in all the schools was above ninety per cent. No better testimony could be given to the fidelity of the teachers, and to the interest of the parents in these schools.

School buildings and transportation.—"Eight school buildings have been erected during the year in various parts of the State. Their location and dimensions are as follows:

"Bardstown, Nelson county, 20 by 30 feet; La Grange, Oldham county, 16 by 20 feet; Mt. Sterling, Montgomery county, 25 by 40 feet; Versailles, Woodford county, 25 by 35 feet; Frankfort, Franklin county, 25 by 40 feet; Washington, Mason county, 18 by 30 feet; Bowling Green, Warren county, 30 by 60 feet; Owensboro', Davis county, 30 by 45 feet.

"The one at Owensboro' is built of brick; the others are wood. Three others are in process of erection in the southern sub-district. They are built mainly by the freedmen, this bureau giving an appropriation sufficient to pay for glass, nails, &c.

Rents, &c.—"The amount expended during the year for the rental and repairs of school buildings, the rent of which in most cases has gone to the support of the schools, and also the amount paid for the transportation of teachers, are as follows:

Rent of buildings.....	\$4,533 65
Repairs of buildings.....	1,767 82
Transportation of teachers.....	358 45

"Appropriations have been asked and authorized for the erection of school buildings in Louisville, Frankfort, Covington and Paducah."

The work yet to be done.—"Gratifying as has been the system of instruction, it is really but the beginning of the work. There are in the State more than

thirty-seven thousand colored children, between the ages of six and eighteen years. Five thousand are in the schools, but thirty-two thousand are growing up in ignorance. It is a grave problem how this great multitude can be reached and instructed. In the cities and larger towns, where there are troops to protect the schools from violence, public sentiment barely tolerates their existence.

“Where the freedmen are better able to meet the expense of sustaining their schools, the problem is not difficult. But in the interior of the State, in the smaller settlements, where hostility to schools is violent, and the freedmen own no buildings which can be used for school-houses, and are so poorly paid that the incessant labor of every child is needed to keep them from starvation, it is not easy to see how this great problem of their education is to be solved. The only practicable course seems to be this: To establish first-class schools in all central points, making them, as far as possible, model schools, and then to follow close upon the wake of public sentiment in the smaller settlements; assist the freedmen to erect school-houses wherever there is reason to believe they will not be destroyed; put these schools in operation, and help sustain them until the freedmen are able to sustain them themselves.

Training schools and colored teachers.—“There must also be schools in the State for the training of teachers for their thousands of untaught children. Here in Kentucky the colored people generally prefer that their teachers shall belong to their own race. They will accept white teachers in virtue of their superior qualifications, but whenever they can get black ones really competent they receive them with great satisfaction. During the past year I have had to look mainly to Oberlin for colored teachers really fit for the work, and the supply has by no means been equal to the demand. Now there is abundance of good material for teachers here in Kentucky, and what is needed are first-class schools, with a normal department, where the ablest pupils shall be carefully instructed, and receive special training for the work of teaching. One such school, with an efficient corps of instructors, is already in successful operation at Berea, in Madison county. I have no doubt it will send out during the coming year some efficient teachers.

“I also report with great pleasure that the American Missionary Association and Western Freedmen’s Aid Society have secured a fine lot on Broadway, in Louisville, at a cost of \$5,000, and purpose with the help of the bureau to erect, during the present summer, a large and substantial brick school-house, capable of seating six hundred pupils. They will establish a normal department and fit the best of the pupils for efficient teachers.

Facts developed by the work.—“In compliance with instructions contained in circular letter, dated Washington, June 26, 1867, I now submit some of the more prominent facts which the progress of the work has developed:

“1. *A persistent determination on the part of the freedmen to educate their children.*

“Nothing has surprised me more than to see this people, held in bondage all their lives and cut off from all avenues of knowledge, rising at once to a conception of the worth of an education, and resolving at all hazards that their children shall have it. Of course there are many exceptions, many worthless persons who take no interest at all in the schools; but the great majority of parents seem resolved that whatever else they fail to obtain, their children must be instructed.

“2. *Capacity of the children for education.*

“This question has been conclusively settled by the experience of the past year. No fair-minded man who is familiar with schools for colored children can fail to admit that, all things considered, their progress will compare favorably with the progress of white children.

Berea Literary Institute.—“I recently attended the anniversary exercises of the Berea Literary Institute. It is composed of blacks and whites in about

equal numbers, and the declamations, essays, and orations of the blacks were in all respects fully equal to those of the whites. In one of the schools of this city a class of fifteen commenced on the 1st of February last with monosyllables of two and three letters; before the 1st of April these children were reading with ease in the Second Reader. I find similar progress all over the State. Men who have owned these children, and lived with them for years, confess they had no idea of their capacity for education.

“3. *Secret of this progress, and of the interest of parents.*

“A more intimate acquaintance with this people has convinced me that this is found in the fact that *consciousness of freedom* has got hold of them and abides with them. When parents ask for the establishment of schools their plea is, ‘You know, sir, we are citizens now, and we want to learn our duty.’ When I visit the schools and ask the children why they are so anxious to learn, the answer is, ‘Because we are citizens now, sir.’ This central thought, which seems to run through all they do, that they are no longer chattels, but citizens, is itself a great educator.

“4. *Necessity of constant oversight.*

“Perhaps no fact has confronted those engaged in the work of education more frequently than this: These people know the worth of knowledge; they are thoroughly in earnest in their efforts to obtain it; but they must be shown the way, and shown it continually. They are not used to taking the responsibility of directing their affairs, and as each wants to have his own way, and each thinks his own way best, if there is no one to decide the question, their honest efforts for instruction culminate in disastrous quarrels for supremacy. For some time to come they will need an organizing and directing mind, otherwise, their efforts will be a failure.

Illustrations.—“In compliance with your request, I submit the following as illustrative of two points, viz., *the interest of freedmen in getting an education, and the prejudice of white citizens against it.*

Bringing their children.—“When the schools for colored children were opened in this city, and the news went out into the country that the government had established schools for freedmen, parents came in bringing their children, travelling in some instances twenty miles and hiring their board in the city that they might share the benefit of these schools. At the time the school in Centre street was established, and it was found necessary to limit the number of pupils to 230, as there were but three teachers, for weeks nearly 40 children would come every day and sit through the entire session, waiting for vacancies to occur that they might become members of the school. So much for the interest of freedmen in their education.

“Let me give one or two incidents to show how deep-seated is the hostility of the whites against it.

Social neglect.—“In the city of Lexington there is a school for colored children, with accommodations for 600 pupils. It is known as the ‘Howard school.’ One of the teachers of that school has a sister living in the city. When I was there last winter the teacher told me that her sister had not called upon her, nor in any way recognized her since she had been engaged in the work of teaching negroes.

“Last winter one of the teachers in this city, a young lady from Vermont, was publicly insulted upon the streets by a woman who moves in respectable circles. She appealed to a policeman who was standing near, and instead of protection, received still greater insults, and was threatened with arrest if she continued her work of teaching. The matter was brought to the notice of the assistant commissioner, and the policeman compelled to apologize.

Prejudice.—“During the great revival of religion which occurred last winter in the Walnut street Baptist church in Louisville, one of our teachers, a young lady from Pennsylvania, applied for admission into the church. She had inter-

views with the pastor and other officers of the church ; they were satisfied with the reality of her religious experience, sent her the baptismal robe, and made all necessary arrangements to admit her to the church ; but when they heard that she was engaged in teaching negroes and boarding with the family of the pastor of a negro church, they refused to receive her. Even their religion was impotent to conquer their prejudice.

Like other human beings.—"The negro, after all, is very like other human beings. The same motives which stimulate and influence white children will move colored children. The same general management which will make white schools successful will make colored schools successful. There is, perhaps, greater need of full and cordial understanding between parents and teachers among colored people, for the reason that the illiterate are more easily prejudiced. The teachers must visit frequently from house to house, look after the children, and explain the misunderstandings sure to arise.

Inspection.—"I have found that a system of inspection by the agents of this bureau has done much to improve the schools, especially in the matter of attendance. Many of the agents have made it a rule to visit each school in their district at least twice in every month ; and I have observed that these schools have shown the best attendance and the most rapid progress.

Progress in legislation ; are laws actually carried into practice?—"In February, 1866, an act was passed providing that the trustees of the various school districts might establish schools for colored children, and assessing a *per capita* tax upon all the freedmen for the support of their schools and the maintenance of their paupers. In March, 1867, this act was amended so as to secure to the children of each county whatever money might be raised within the limits of the county. It also provides that each child who shall attend school during the year for a period of not less than three months, shall receive from the school fund two dollars and fifty cents. The provisions of the law as it now stands are wise and just. The men who devised it and secured its passage deserve, and are receiving, great gratitude from the colored people.

Defect of the law.—"The defect of the law is this: Its provisions are not imperative. It does not say that the trustees of each school district *shall* cause a school to be taught for colored children. It simply says they *may* do this. Eighteen months have gone by since this has been a law of the State, and I have yet to learn of a single instance in which a school has been thus established.

"In Fayette county schools were organized last October. This bureau furnished the necessary buildings. These schools have received for the year 1866 between three and four hundred dollars, in accordance with the provisions of the law. I know of no other county in the State where this law has been actually carried into effect.

Can public sentiment favoring the schools be relied on permanently?—"There is progress in public sentiment, but it is exceedingly slow. In towns and cities where schools have been in successful operation the improvement is manifest. At other points where no schools have been organized, or where they have been carried on under unfavorable circumstances, in buildings unsuitable, and by teachers poorly fitted for their duties, prejudice remains unabated.

Opposition.—"Perhaps I may say that generally the opposition to these schools has lost some of its virulence during the past six months ; still the prevalent feeling among the mass of the people is, that schools for the negro are not in accordance with Kentucky institutions. If the question were submitted to the people to-day, my judgment is that, by a large majority, both schools and teachers would be voted public nuisances.

Moral courage wanted.—"Intelligent men, with whom I often converse, confess that these children ought to be educated. They admit that, aside from any questions of morality or philanthropy, the interests of the State demand their

education. But it is a suggestive fact, that there is not a prominent man in the State who has had the moral courage to come out and openly advocate their education. Shrewd politicians who detect signs of progress will insinuate themselves into ward meetings, and say fair things by stealth and utter their note of warning against radicals; but I look in vain among their public utterances for a single instance which favors the extension of the work of education.

"Ministers of the gospel, too, assure me privately of their sympathy, but I have yet to hear the first allusion in their public discourses to this great work of the age, the lifting of four millions of human beings out of bondage and ignorance, up into liberty, and knowledge, and citizenship. Some of these ministers I know to be men of piety, men of large and liberal views, and I can account for their persistent silence on this subject only by the assumption that the popular current sets so strongly against this movement that they are morally certain their words would be swept uselessly away.

Bureau needed.—"While, therefore, I report with satisfaction that there is progress in public sentiment favoring schools, I am compelled to affirm that it cannot be relied on as a basis for the education of the freedmen. The poor whites, the more ignorant, are bitterly opposed to the work; the more intelligent are indifferent. I do not think there would be a dozen schools in the entire State to-day, but for the encouragement, aid, and protection afforded by this bureau."

We have here a very clear statement of the educational interests in Kentucky; nothing need be added.

The tabulated statistics are as follows:

Semi-annual school report for the State of Kentucky, for the six months ending June 30, 1867.

Day schools.....	84		Pupils enrolled last report.....	3,973
Night schools.....	12		Average attendance.....	5,096
		96	Pupils paying tuition.....	3,070
Schools sustained by freedmen....	46		White pupils.....	50
Schools sustained in part by freedmen.....	42		Always present.....	3,928
Teachers transported by bureau during the last six months.....	27		Always punctual.....	3,607
School buildings owned by freedmen.....	33		Over sixteen years of age.....	709
School buildings furnished by bureau.....	50		In alphabet.....	784
Teachers, white.....	27		Spell and read easy lessons.....	2,960
colored.....	95		Advanced readers.....	1,783
		122	Geography.....	1,232
Pupils enrolled in day and night schools, male.....	2,565		Arithmetic.....	2,215
female.....	3,356		Higher branches.....	368
		5,921	Writing.....	2,160
			Needle-work.....	66
			Free before the war.....	296
			Sabbath schools.....	80
			Pupils in Sabbath schools.....	6,832

Number of schools graded, 39; number of grades, 4.

Number of day or night schools not reported, 6; whole number of pupils (estimated) in all such schools, 479; number of teachers, white, 9; colored, 3; total, 12.

Number of Sabbath schools not reported, 8; whole number of pupils (estimated) in all such schools, 372; number of teachers in all, 35 colored.

Whole amount of tuition paid by freedmen during the last six months, \$7,106 93.

Whole amount of expenses for the above schools by the bureau for the last six months, (reported only in part,) \$2,448 10.

Grand total of expenses for the last six months for support of above schools by all parties, \$14,836 51.

Number of high or normal schools, 1; number of pupils, 100.

T. K. NOBLE,
State Superintendent of Education.

GENERAL TOPICS.

There are a few important considerations growing out of the condition of these schools for freedmen which we beg leave to present.

Constant progress is our aim. What was quite satisfactory at first should now be greatly improved. We desire that the development of this oppressed race shall prove to be a living, permanent reality; and for this end these schools should be perfected in all their details. Provision must be made to carry them forward to a higher stage; advancing not only to the increased demands of those who now enjoy their privileges, but to supply the enlarging wants, social, political, and moral, of a whole rising people. This suggests a number of important practical topics, with reference to their present condition.

EXAMINATION OF TEACHERS.

It is desirable that the examination of teachers for colored schools shall be more thorough in future than has usually been the case.

The larger northern associations have had a rule by which all their employes are examined, and most of those sent have had every requisite qualification; but in some cases, even with such precaution, there has been want of adaptation, or of love for the work, or the desired moral qualities. Failure to make the school a success is the sure consequence, however high the teacher may stand in literary attainment.

Sometimes churches volunteer to send teachers sustained by their own donations, and, of course, selected by themselves. These teachers have nobly volunteered the sacrifice, and could hardly be refused, though often knowing little of the profession and art of teaching. Such persons may have excellent character, deserve much for their devotion, and those sending them may well claim our gratitude; in general, the direct bond of union between teacher and patrons, thus instituted, has a very stimulating and happy effect. But these friends will bear with us, if earnest attention is called to the fact, that the freedmen need the "*school teacher*," and of a high order, with culture sufficient to reduce knowledge to its simplest forms, "*apt to teach*;" it may be added, *teachable themselves*, for their vocation will now carry them among a peculiar people, of strange habits, with vices germane to a vicious, cruel system, and surrounded by circumstances in public and private wholly anomalous. In such a work every qualification is required, physical, moral, and intellectual, but especially professional tact and taste acquired by experience, or else possessed by natural endowment.

These remarks commend themselves with greatly added force to the large multitude of teachers now being employed throughout the south in what are called "*pay schools*," conducted by the freedmen themselves, or by parties who scarcely call for any examination. Many of these teachers are wholly unfit for the service—better perhaps than none at all, for these schools inaugurate the first steps in education. Our course in the past has been to encourage them. The time has come, however, when all patrons, and especially the officers of this bureau, should, if possible, permit no teacher to enter a school-house who has not first passed through some form of thorough and appropriate examination.

TEACHERS' MEETINGS.

We recommend teachers' meetings in all places where a sufficient number can be gathered for the purpose.

These meetings cultivate acquaintance, stimulate inquiry, discuss the best methods of teaching, call up peculiarities and difficulties to be encountered, and impart a large amount of professional knowledge. The teacher who has hitherto been a novice will rapidly improve by the experience of others, and all will be healthfully incited. Testimony from every place where these meetings have been held is clear and decided as to the benefits of such mutual conference.

Mr. Langston, after returning from his late tour, says: "Teachers hold no meetings, nor are they, in many cases, examined as to their knowledge of the studies taught, nor required to furnish testimonials of good character to the superintendent or any other officer of the bureau." In these respects, as he well remarks, "change and improvement should be made. In all cities, where there is a number of teachers, meetings should be held regularly, at least once every month during the term of the schools. All teachers asking aid of the bureau should be required to show that they are by all means endeavoring to teach with accuracy, thoroughness, and successfully. Nor ought they to be excused from furnishing certificates of good moral character, either from the benevolent societies employing them or well-known and reliable individuals."

Of course these remarks relate to particular districts, and especially where native teachers of either color are employed from the surrounding country.

LOCAL SUPPORT OF SCHOOLS.

We are happy to notice from nearly every State an increasing disposition to sustain their schools by local efforts. This is as it should be, and appears in three particulars:

1. *The popular feeling which finds its way into legislation.*

We have quoted from such enactments in a former report. There will undoubtedly be, in coming sessions of legislatures, important laws added to statute books, favoring the education of freedmen. Some of these laws will be all we could wish. Their vigorous execution may be delayed, but still very important results are constantly gained in this direction.

2. *The employers of the south, generally, are falling in with our educational plans.*

Some offer to supplement them by plans of their own. Many are offering to aid in establishing schools for their laborers. Conditions are sometimes inserted which could not be complied with; not unfrequently that teachers of their own selection shall be employed, intending thus to exclude northern ideas. But evidence increases rapidly that the time is not distant when public systems of education, on the plan of those of the north, will be discussed, adopted, and carried gradually but surely into effect.

A new order of things, including universal suffrage, will necessitate this. The lower classes of both colors will demand and be sure to obtain these common and equal privileges for their children.

Shrewd and intelligent southern men, anticipating such results, are already adopting views and acting accordingly.

3. *The freedmen evince increasing willingness to bear burdens when properly assessed for the education of their families.*

The large amount which we report, \$87,331 76, as already given for tuition, and the number of school-houses owned by them, (391,) is sufficient proof of this. From every State they send to us scores, and even hundreds, of applications for help to build more school-houses; for teachers, also, whom if sent they promise to aid in sustaining. Many ask for teachers only, pledging themselves to supply everything else in the running expenses of the schools.

This self-sustaining feature would be far more rapidly developed if the people, white and black, including the planters themselves, were not at present struggling with poverty. The abundant crops now being harvested will greatly relieve this poverty, and enable both freedmen and their employers to redeem the promises they have been making. A year or two more of help from abroad, with earnest determination and unanimity among the several classes of people in these States, will place the schools for freedmen wholly beyond the ministrations of charity. Every possible effort should be made to reach this self-supporting period.

ADULT EDUCATION.

The new era introduced by suffrage has given to the adult freedmen a new impulse. The privilege came as a wonder, sooner than expected, and before they were prepared.

At the place of voting they look at the ballot-box and then at the printed ticket in their hands, wishing they could read it. The party politician is at their side with professions and assertions, and they feel their ignorance. Earnestly they desire, and silently they resolve, to become more intelligent. The vigilance of friends on election days may keep these freedmen from fraud; but they now possess, and are conscious of, individuality—that they must judge and act for themselves. “I want to know what is on the ticket myself,” said one to me. “We must all now have learning,” is the common remark.

The elderly negroes, with many regrets, submit to their disability; but multitudes of young men are fired with the determination to rise, to become readers, to have knowledge at any sacrifice. These ask for teachers, for books, for opportunities to study at home. They come into night schools, Sabbath schools, and, so far as able, seek admission to day schools during the week.

We appeal to friends on their behalf, not alone for contributions of money and professional teachers, but for voluntary personal assistance. Let all give instruction as opportunity offers. If a group of colored men can be gathered around you at any hour of day or night, week day or Sabbath, lend them your aid. By the way-side, and during intervals of labor, when these men are seen perusing their spelling-books, be at their side; show them how to learn, help them over hard places, and cheer them on in the difficult task. Their eagerness, rapid progress, and gratitude will be your reward.

Night schools.—Our system of night schools is assuming importance from the pressing need of intelligence among adults. Here, in most cases, is their only opportunity. The closing of such schools on the approach of summer, as is now usually done, we see no good reason for, provided teachers can be procured. These schools are for adults engaged during the day in labor. In many cases, doubtless, this labor is continued more hours in summer than in winter; but, as is well known, laborers in cities and large towns, on public works, and all mechanics, close their day at six o'clock. Why cannot such have time between that and nine or ten o'clock for an hour or an hour and a half in study? These people, as a general rule, find time in the hottest weather for religious or political meetings at evening. Why not for schools? If well managed, it would be with less inconvenience and less expense than in the darker and colder hours of winter.

The true difficulty is, that instructors cannot be found. Teachers of day schools are either not expected to do this work, or many of them at this season of the year, are too much worn with other teaching to attempt it.

Special field.—We propose, therefore, that this class of schools constitute a special field, with an organization to furnish means and teachers, which shall give itself wholly to this evening work. The instant need of culture among adult freedmen at the present time would justify a liberal effort in this direction.

Colonel Seely, at St. Louis, speaking of night schools says, very truly, that “such schools should be not only places where the rudiments of learning are taught, but places where adult freedmen might nightly gather to hear practical instruction in the concerns of life. Competent men should give them oral instruction in the form of familiar lectures on such subjects as the laws of property, of marriage, the history and Constitution of our country, natural science, political and domestic economy, and other topics understood only by a scanty few of them, but all important to their well-being and usefulness as citizens. Instruction of this kind will make intelligent, enlightened men faster than study of letters and figures, and should be the feature of an efficient night-school system.

“To carry on this we do not need the services of eminent lecturers. Any

well-informed man is capable of giving information on these points, and it would be, unless I am much mistaken, seized with avidity."

Night schools self-sustaining.—Another suggestion is, that the freed people themselves start these schools, find their own teachers, and pay them. A small compensation would usually suffice. We know of such schools which are doing well, in a quiet way showing what colored youth are determined on, though left to their own efforts.

A noticeable fact in this connection is, that educated colored young men are now going south to give themselves to such teaching. Six or eight students from Lincoln University, Oxford, Pennsylvania, recently passed through Washington to this field. These youth appeared intelligent, thoroughly prepared, full of enterprise, and even enthusiasm. They expect to find suitable locations, or organize schools by their own efforts, teach them, and, above all, make these schools, whether night or day, self-supporting. Such brave pioneers are developing a new phase in our interesting work.

Home study.—Spelling books and easy primers must be put into families for home study. No house in the land should be destitute of such books. Teachers will then be extemporized. The hunger everywhere manifested will find its way, though imperfectly, to its appropriate food. The stimulated mind becomes in a wonderful sense its own teacher. Trifling help is often sufficient, and, what is still more hopeful, the south is now filled with pupils from our schools who, with childish alacrity, offer their aid in teaching older persons. [I am told, at the moment of penning this sentence, of a little girl who regularly at evening gathers about her five or six aged women as pupils.] Thus even before schools in costly organization are instituted, this people may attain many of the first elements of learning.

Full attendance to the end of the term.—We are obliged to note this year, as we did last, a general falling off in the reports of attendance, and a decline in interest near the close of each term. This decrease is to be regretted, and is believed to be without any good reason. Two causes produce it: first, closing the night schools as the warm season approaches; second, leaving school, by larger pupils, to engage in summer labor. The latter cannot be objected to, as labor by all who have the power is a present necessity. But the loss of larger pupils should be met by gain in the admission of younger children.

Each year a class of little children reach the proper school age. With the freedmen we have observed these are about one-fifth of all who are in attendance on the school; that is, if a teacher has fifty scholars, her patrons will furnish her with at least ten of these new pupils every year.

These small children are usually ready to enter as the cold of winter passes away, and poverty can afford the scanty clothing needed. This is about the first of May, and in the more southern States still earlier.

The practice, then, should be this: as the larger children go out, let smaller ones in. Should teachers aver that this "gives trouble," "breaks up classes," &c., the answer is that it need not do so. The new comers enter as a class, and, if the school is properly graded, let the first class be advanced to the higher grade, giving room for the new material. This merely adds one new class to the higher school, and another to the primary department. Besides this, admission of new scholars is a necessity at some period of the year. We cannot turn away these annual groups of fresh applicants for knowledge. On the contrary, they should be encouraged, and parents must be urged to bring them at the proper age.

Less trouble is incurred by having these new scholars enter thus in groups, and in the spring season of the year. During the following two months they become disciplined and assimilated. The schools at the end of the term are then thoroughly organized, full of promise that the vacation will pass without

loss of interest, and the succeeding term commence under the best possible auspices.

We dwell upon this minor subject because it has much practical importance. Could our suggestions be adopted, the lower schools would not be crowded nor the higher schools depleted, both disorganized, and falling off in interest near the close of the term. It should not give "trouble" to teachers to co-operate in a plan at once so necessary and so natural.

SCHOOLS BY COLORED TEACHERS.

We have in former reports intimated that the schools, especially in the rural districts, must be supplied as soon as possible by colored teachers.

As this is now being done quite extensively, we have taken pains to gather facts which indicate the ability, enterprise, and aptness of these people for this work.

Let it be remembered that the normal and training schools are as yet sending out but few graduates; that we have been obliged to take such teachers as could be found among the colored population, poorly prepared, instructing often only in the alphabet. Yet these teachers have made a good beginning and are full of enthusiasm; they have brought together the first elements of a school and awoken this spirit among their pupils; and thus at least initiate a better style of instruction soon to follow.

A few of these teachers have higher attainments, and succeed admirably. The results of the whole experiment, thus far, are encouraging. When our training schools come fully into operation we shall expect entire success. Interesting facts and testimony could be given.

High excellence.—The superintendent of North Carolina says:

"I have recently visited a school under the instruction of an accomplished colored teacher as principal, a native of this State, educated at the north, and can testify that it would rank as a school of high excellence of its grade in any part of the country. The exercises in reading, spelling, geography, grammar, and analysis of sentences evinced a degree of intelligence, capacity, and diligent application on the part of the scholars generally, and thorough instruction on the part of the teachers, found only in a well conducted and truly good school." And this is by no means a solitary exceptional instance.

An officer of the bureau, who has been examining such schools, writes an interesting letter, from which we quote:

"I paid a visit to the more remote part of my district last week, and visited the schools already established in that section, and now under the charge of colored teachers:

Uncle Peter.—"The school at Springville, Rappahannock county, Virginia, is taught by Peter Lawson (colored.) He is a man who possesses very good qualification for the advantages he has had, and is deeply interested in the work. I found about thirty pupils, all doing finely; they were very glad to see me. I spoke words of encouragement, and left them with their books. Uncle Peter, their teacher, was so delighted that he shed tears; he wanted me to promise him I would send some tracts, papers and Sabbath school books. I could not withstand his appeal, and said: 'Well, Uncle Peter, I'll do the best I can for you; in the mean while do the best you can with what you have.' He seemed so grateful when he said, 'Thank you, Captain, and won't you come again to see us?' Anything our kind friends at the north can send in the way of tracts, papers, books, &c., will be well bestowed upon the pupils of Uncle Peter's school, and their gratitude for the same will be without limit.

Woodville.—"The school at Woodville, Rappahannock county, Virginia, is taught by a colored man and is doing very well, though just now rather thinly attended, for the reasons already assigned for the Springville school. They need

tracts, papers, &c. Some grammars and Second Readers are needed at each of these places. I find that the people can hardly meet the expenses of the schools referred to, although the salaries of their teachers do not exceed fifteen dollars; they board themselves because the parents of the children have failed to pay up, the excuse being, 'Times are so hard,' &c. But, better times are looked for after the crops are gathered this fall. These people are not quite able to buy their books, but with a little assistance will soon get along alone.

We'll do all we can.—"I was not long at Washington, Virginia, before several of the leading colored people called on me, and said they were glad I had come; they had heard of the schools I had put in operation, and the buildings I had put up, and they wanted to know if I would help them, &c., to all of which I replied, yes, and asked them how much they could do. They replied, 'We'll do all we can.' I called them together the next evening and got up a subscription paper. In a short time they had \$125 pledged for the building; and before leaving I found that several of the white citizens had also subscribed nearly enough to bring the amount up to \$150. Reverend Mr. Robinson, pastor of the colored Baptist church at Alexandria, Virginia, promises to send me a good teacher. This school will, with a little assistance in the way of books, be entirely self-supporting."

A success.—"The colored school under our immediate charge," says a correspondent, "is a perfect success. I am more than pleased with it; I am delighted."

The superintendent of South Carolina, writing from Charleston, says:

"I take particular pleasure in referring to the success of several young colored men of this city, whom I employed as teachers on account of the New England Branch F. U. Com., and sent into the country districts. Most of them, though quite well educated, had never taught before, but they have been entirely successful. Their faithfulness, and the admirable faculty they have shown in the performance of their duties, entitle them to the highest praise."

An extract from a late letter written by Rev. A. A. Ellsworth, Newbern, North Carolina, shows how colored teachers can succeed:

"I wish to call your attention to a school I have established here, in place of one that had a consumptive existence for a few months. The northern white teacher was unable to carry it on, and so let it go by default.

"I took the responsibility of placing two colored girls, educated in Boston, in charge; and in two weeks they increased in number from 39 to 123, and are doing very nicely indeed. I have simply promised them support, in the faith that so good and necessary a work will be supported by somebody."

Favorable comparison.—The inspector in Mississippi says, that "a large proportion of the teachers in that State are colored persons; and in attainment, mode of discipline, and method of imparting instruction, compare favorably with their white co-laborers. Indeed, one of the best disciplined and most thoroughly instructed schools in the State is taught by a colored gentleman, assisted by a colored lady."

Through the summer.—An interesting school in Beaufort, sustained by the colored people, is to be continued through the summer. A building for its use has been purchased, for which \$800, on subscription by the freedmen, is already paid. This school in every particular is managed by a board selected from among themselves.

Colored teacher preferred.—A lady recently called at one of our colored schools in Washington and said to the teacher, "Is there not some pupil of yours who has been thoroughly trained in your methods, whom I can employ to teach my children?"

"One was named, whom the teacher thought competent for the undertaking, provided she could be induced to engage in it. "Will you oblige me by going to her residence and assisting me in securing her?" The teacher consented,

and the result is that this colored pupil from our school is now instructing the children of this white family, in preference to sending them to the best educational institution for whites which the city affords.

The following incident is given by an accomplished teacher :

Interesting visitor.—"I had a very interesting visitor in my school a few weeks since from the country, about twelve miles distant. He was an ex-confederate colonel, but seemed really enthusiastic in the cause of educating colored people. He came to procure a colored teacher from among my scholars for a school which he was about to establish in the neighborhood. I was proud to be able to recommend several, and to examine them as to their acquirements in his presence. He appeared very well pleased and engaged one, a young man about nineteen years of age, who will probably take the school at the close of his own school session."

English and French.—An inspector, after speaking of the private schools in New Orleans, says : "I cannot pass unnoticed the institute of which Mr. Armand Lanatter (colored) is the principal. This school has a regular attendance of 250 scholars, male and female. They speak, read, and write both English and French fluently ; are also well advanced in arithmetic, geography and history. The pupils pay their tuition fee promptly, and the discipline is perfect. Mr. Lanatter has six assistants, two of whom are Americans, and all colored men. We could multiply similar testimony. It shows that colored instructors can succeed ; that they will find employment as fast as they are thoroughly prepared ; and in certain localities they will, if thus prepared, have a decided preference with those employing teachers."

LABOR AND SCHOOLS.

The industrial labor of the freedmen as a necessity of the South is exerting great power in aid of their education. It helps our schools in every direction.

There have been questions, difficult and embarrassing, arising from the supposed "war of the races," which worked practically against the freedman's education. These questions, we are happy to say, are now being rapidly answered by the pecuniary value found in productive industry.

The freedman who works faithfully for his employer can, and does, not only obtain fair wages, but also school privileges for his children. The planter's interest yields to this claim. He obtains a better laborer, with more character and permanent, in the person of the man who makes the education of his family paramount.

Educational clause in contracts.—Self-interest, therefore, fixes the practice. Laborers with families are preferred, and the school condition is readily complied with. The idea of good crops (the pressing want of the South just now) greatly favors the educational clause in the contracts, and its insertion is rapidly becoming universal.

Another good result is, that multitudes of freedmen are drawn from the city to the country on promise of this privilege. They gladly go and willingly stay when it is realized ; and thus schools are everywhere springing up from the soil itself at the demand of those who till it—a state of things which localizes the benefits of education in a fixed, permanent society.

Were it not for the above fortuitous posture of affairs many of the rural districts could not at present be reached by educational effort. As it is, opposition is changed to patronage ; schools once started by the consent, perhaps personal influence, of the planters, come to be cherished with special interest—at least are shielded from persecution.

Such schools are usually self-supporting, or are made so by aid wholly local. Teachers are often employed in them who are not very competent, necessitated

by the scarcity of good teachers. But these will improve, and the training schools will soon furnish a better class.

It should not be said that all who favor these plantation schools are wholly secular in their motives. Humanity often steps in as an ally of the purse, and not unfrequently schools are started with purely benevolent intentions. We could give numerous facts.

The following statement is vouched for as true, and is full of pleasant suggestion: "Admiral Wilkes, of the United States navy, who has 1,500 acres of land at High Shoals, North Carolina, carries on extensive iron-works, employs 150 laborers, and has established a school for freedmen, of which his wife and daughters are the teachers. They have 150 pupils—a truly noble example for ladies of the southern chivalry to imitate."

A gentleman in the same State, who employs a large number of hands, paid the transportation of a colored teacher from Georgia, and meets the entire expenses of the school.

PUBLIC SCHOOL FUNDS IN THE SOUTHERN STATES.

In a number of the southern States there are public funds to a considerable amount, originating in State enactments, appropriation of lands and other property, which are for the use of the children of these States.

The present posture of affairs, in connection with the "Civil Rights bill" passed by Congress, makes it a question whether these funds should not be used impartially.

The general inspector, on a recent tour, investigated the subject, and makes the following statement in regard to Mississippi:

"*The freedman's status under law.*—That school buildings may be erected with as little expense as possible to the government and the benevolent associations of the north, and that the educational interests of the freedmen be otherwise cared for, if practicable, by appropriation made by the State government, I respectfully submit that the superintendent of freedmen's schools for Mississippi be ordered to investigate the legal status of the freedmen of that State, and determine what their rights are under the school laws of the same. Touching this matter, I invite attention to the following telegraphic correspondence between General Alvan C. Gillem and the Hon. Benjamin G. Humphreys:

"HEADQUARTERS MILITARY DISTRICT OF MISSISSIPPI,

"Vicksburg, Mississippi, February 25, 1867.

"Have the statutes forbidding freedmen to own real estate and fire-arms been repealed?

"ALVAN C. GILLEM,

"Brevet Brigadier General Commanding.

"Hon. B. G. HUMPHREYS,

"Jackson, Mississippi."

"VICKSBURG, MISSISSIPPI,

"February 25, 1867.

"All distinction between white and black races abolished, except as jurors and voters. Will send laws by mail.

"BENJ. G. HUMPHREYS,

"Governor of Mississippi.

"General GILLEM,

"Commanding United States Forces."

"If the statement of Governor Humphreys be true, it may, with entire propriety, be asked what are the rights of the freedmen of Mississippi under the school laws, and what is the duty of the bureau in aiding the freedmen in the assertion and maintenance of these rights?

"*School funds of the State.*—According to the laws of Mississippi, there is in the hands of certain officials a school fund, derived from fines, forfeitures, and the sale of licenses; and there is in the hands of the same officials a school fund derived from the sale of certain school lands, upon which the interest has been paid by the State during the past year. These two funds, as paid by the State to the several counties to which they belong, are held by the board of police or school commissioners. They are used for tuition expenses; it may be for school buildings or incidental purposes. Every child of school age in the State is entitled to his *pro rata* share of these funds. This is certainly true of the white child. Is it of the black one? Has he any part or lot in the distribution of these funds?

"This subject is urged upon your attention, not because we would in anywise relieve the freedman of the responsibility of providing means for his own education. Far otherwise. Education and the blessings it brings are only rightly estimated and valued as their cost is felt and met. It is to be remembered, too, that this investigation is no more due the freedman than the government, and the good people of the north who so generously give of their means the thousands and millions of dollars necessary to secure his education and elevation."

Other States should be subjected to the same inquiry as to their local school funds, and this matter should be kept before those in authority until justice is done to all parties.

EXTERMINATION OF THE COLORED RACE.

The opinion is expressed by the enemies of the race, and is sometimes entertained by good men, that the negroes are destined to gradual extermination, and therefore efforts to educate them are comparatively useless.

This opinion is on the assumption that some races are naturally so inferior that, in competition with superior races, they must inevitably succumb and perish. The assumption would be plausible if mankind had remained barbarians, subject only to brute forces. It would be a fitting theory for the atheist, or the sensual and selfish, who, without the idea of accountability, prey upon the weak, or rise by trampling upon the lowly. But we have a better theory. The human race, though diverse in characteristics, is progressive. Culture, with opportunities and right conditions of improvement, overcomes every deficiency.

Revelation declares that "God hath made of one blood all nations of men," and the benevolence thus creating adds with bounteous hand his providential gifts impartially. Every noble and Christian impulse bids us disenthral our fellow-men, and develop in all that manhood which is the divine image.

The facts in this case, as we think, contradict the above assumption, and show that this people are to retain, at least, their present numerical status.

1. In the past, with all the wrongs and sufferings of slavery, they have rapidly increased.

2. There is sufficient evidence that during the war they did not lose in numbers.

3. If brought into conditions of comfort, with the home life of a frugal, industrious class; if recovered from vices as we hope they will be, and advanced generously by education, shall we not have the guarantee that this race will not deteriorate? Civilization does not tend to extinction; knowledge and virtue in a people do not cause their falling into decay.

4. It is not in the nature of the negro to roam Indian-like as wild men, and

resist culture. He loves to congregate in families, in groups, in villages. This was his habit originally in Africa, and the plantation always had some *social* features which, in a measure, alleviated the negro's bondage. They are evidently to be largely tillers of the soil. To this they are habituated, and for it they show a fondness. Even now all freedmen who are able, buy land and settle themselves in homesteads. Such habits will insure their growth and prosperity.

Philanthropy and Christian faith need not, then, be disheartened. Those for whom we labor are not soon to pass away. We are not making traces in the sands. Hope may grow strong that our work is enduring and shall remain. We believe this people have a vitality which is being aroused from a long, deep, but an enforced stupor, and are to have a career in the future which will compensate for all that has been sorrowful and ignoble in their past servitude. Their education may then be pushed forward with enthusiasm; with the certainty of great and permanent results.

THE UNFORTUNATE CLASSES.

Returns made of the number of deaf, dumb, blind, idiotic, &c., among the freedmen, though as yet quite imperfect, show that some practical measures should be taken for their special education. We have before suggested their admission on equal terms to State institutions for persons of this class. If this cannot be done, the question of separate institutions, where irrespective of color all could be admitted, may well be considered.

The following table, prepared with great care from returns made to the chief medical officer of the bureau, shows the number, sex, and age of the classes of "unfortunates" among the colored population in the different districts. It is seen to be incomplete, and doubtless falls far short of the actual number of persons in this condition:

Consolidated report of medical officers upon the unfortunate classes.

STATE.	BLIND.					DEAF AND DUMB.					IDIOTIC.					INSANE.				
	ADULTS.		CHILDREN.		Total.	ADULTS.		CHILDREN.		Total.	ADULTS.		CHILDREN.		Total.	ADULTS.		CHILDREN.		Total.
	Male.	Female.	Male.	Female.		Male.	Female.	Male.	Female.		Male.	Female.	Male.	Female.		Male.	Female.	Male.	Female.	
District of Columbia	11	10	1		22	2	3	1		6	6	4		10		2				2
Maryland	11	6		1	18	4	1	2		7	20	23		1	44	24	28			53
Virginia	158	128	3	3	292	54	28	8	5	95	26	19	4	1	50	21	32		1	53
North Carolina	86	85	12	7	190	43	25	18	14	100	130	104	32	25	291	32	44	27	15	118
South Carolina*																				
Georgia	133	118	6	6	263	46	29	4	4	83	159	152	5	8	324	31	33	3		67
Florida	10	8		1	19	4	2		1	7	25	23	1		49	4	4			8
Alabama	21	11			32	3	3			6	7	8	2		17	5	12	1		18
Mississippi	12	11			23		2			2	14	25			39	2	6			8
Louisiana	32	29	1	1	63	3	2	4	2	11	26	24	7	2	59	27	51			78
Texas	12	15	2		29	3	4		3	10	6	9	2	2	19	4	5			9
Arkansas*																				
Tennessee	46	31	7	4	88	14	9	5	3	31	39	35	6		80	23	28			51
Kentucky	16	11	2	1	30	1	2			3	9	11	2	1	23	6	11			17
Grand totals	548	463	34	24	1,069	177	110	42	32	361	467	437	61	40	1,005	178	256	32	16	482

*No report received.

These nearly three thousand "unfortunates," representing probably ten thousand, if all told, are commended to the sympathies of the benevolent and to the aid of government.

There are also large numbers of malformed, crippled, infirm with age or chronic disease, and a very much larger number of orphans. Many of the latter have found places in our asylums, but multitudes are yet unprovided for.

Hereafter we shall make the attempt to procure more full returns of all these classes.

TEMPERANCE REFORM.

Intemperance among the freedmen exerts, as with all its victims, a baneful influence, especially deleterious to their educational prospects.

We do not find them notoriously given to this vice by any means; but recent emancipation, and freedom now from all personal restraint, allows of opportunities too frequent, and subjects to temptation too often successful. New habits are therefore formed, or old ones confirmed, which should be promptly checked and abandoned. These people cannot afford the cost of such a habit. It unfits them in every way for mental and moral improvement; and it will be lamentable to have this degrading special influence added to their general degradation.

We are gratified, therefore, to report, thus early in their history, laudable reformatory endeavors and prompt responses to our appeals.

Temperance associations among the colored people are springing into existence in all directions, and give promise of great success.

The recent plan of organization, with the earnest sanction of the Commissioner of this bureau, under the name of the "Lincoln National Temperance Association," is received with favor, and is already going into successful operation. Its object, as announced, is "to suppress intemperance among the colored people of the United States, and such white persons as may choose to unite with them."

From all parts of the country where the plan has been introduced, the gratifying intelligence comes that divisions are rapidly forming, well conducted, and with a daily increasing membership.

The following is the constitution of the association:

"*Constitution.*—We whose names are annexed, desirous of forming an association to enable us more effectually to protect ourselves and others from the evils of intemperance, afford mutual assistance, elevate our characters, and aid in the elevation of all mankind, without regard to color or race, do pledge ourselves to be governed by the following

CONSTITUTION.

"ARTICLE 1. *Name.*—This association shall be known as ——— division, No. —, of the Lincoln National Temperance Association of the city of ———.

"ART. 2. *Pledge.*—No member shall make, buy, sell, or use as a beverage, any spirituous or malt liquors, wine, or cider.

"ART. 3. *Membership.*—Any person over fourteen years of age, possessing a good character for integrity, shall be eligible to membership.

"ART. 4. *Officers.*—The officers shall consist of a president, vice-president, secretary, and treasurer, all of whom shall be elected by ballot, (or otherwise, if a majority present shall so decide,) every three months, viz: At the last regular meeting in March, June, September, and December.

"ART. 5. *Finance.*—The amount to be paid for initiation fee and dues may be fixed by a majority of those present at any regular meeting."